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The State Council of Educational Research and Training (SCERT)
Andhra Pradesh.



MY ENGLISH WORLD

CLASS V



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About me...



My name :

My family member's names :

My date of birth :

My village/ town :

My school :

My class :

My favourite food :

My favourite TV Show :

My favourite thing to do in school :

My favourite game :

My favourite colour :

My pet's name :

When I grow up I want to be a :



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MY ENGLISH WORLD Class V

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UNIT 1

Let's be Friends

Look at the picture and answer the following questions.



1. Why do you think Hari is pinching Raghu?
2. Suppose you were in Raghu's place, would you allow that?

Now, your teacher will tell you about 'Hari'. Listen to him/ her carefully and answer the following questions.

1. What do you think of Hari pinching Raghu?
2. What do you think the children would tell the teacher?
3. What do Hari's classmates think about him? What words did they use to express their views ?



A. Reading



Let's be Friends

Once upon a time, there was a small boy called Hari. He was strong and loved to tease all the boys and girls who went to school with him. What he loved to do the most was to pinch others. He could make a big bruise appear in half a second. Another trick he played was pricking people with a pin.

So you can guess how all the children hated him. They tried pinching him back, but that was no good because he could always pinch much harder. They did not like telling their teacher, because that was telling tales.

It so happened that the class went for a picnic to the seaside for a whole day. All the children were most excited.



On that day, the sun shone bright, and all the children were wild with excitement. They crowded into a train and sat down but nobody wanted to sit next to Hari because he always pinched them.

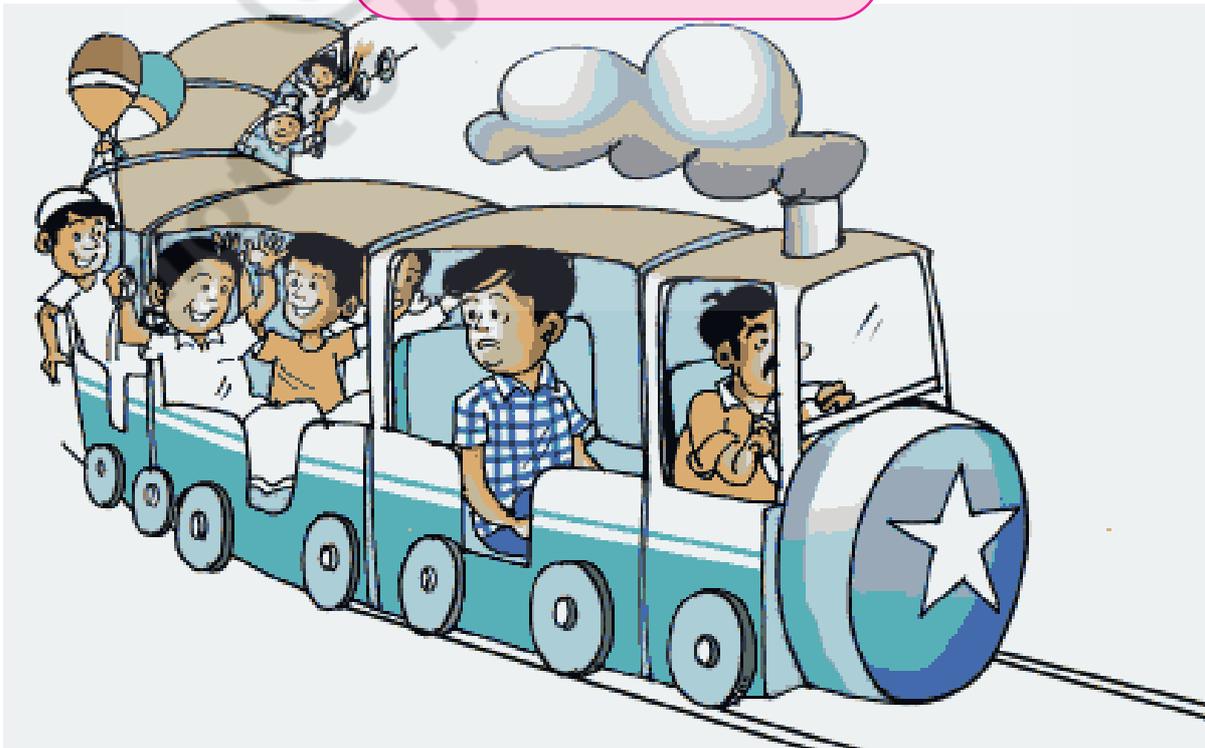
When they arrived at the seaside, out jumped all the children with a shout of joy. Down to sands they raced, hand in hand, but nobody took Hari's hand. Nobody went near him.

Hari was angry. He went to an isolated sandy corner near a rocky pool and sat down by himself. He took out his lunch and looked at it.

'Wow! It is a good lunch.' There were two hard-boiled eggs, six jam sandwiches, three pieces of bread and butter, a ginger cake and a bar of chocolate. He would eat it all by himself. He would not offer anything to anyone.

Just as he was beginning with an egg, he heard a hoarse voice near him. 'Good morning! I am so pleased to meet a boy like you.' Hari turned around and stared in fright.

- ◆ Why was Hari alone?
- ◆ Why was he frightened?
- ◆ What do you think he saw?



Hari saw a monster crab walking sideways out of the pool. His eyes were on the ends of the short stalks and he looked most queer. He held out his front claw to Hari. Hari put out his hand to shake the crab's claw, but to his surprise and anger the crab opened his pincers and nipped his hand so hard that the little boy yelled.

'Ah, here is my good cousin,' said the crab pleasantly, and to Hari's horror, he saw a large sandy lobster crawling heavily out of the pool. Before Hari could stop him, the lobster took his hand in his great pincer like claws and pinched it so hard that he yelled in pain.



Do you think anyone came for his help?

Then he stared at the pool in surprise, for out came sandy-coloured shrimps and prawns, more crabs, and another large lobster and they pricked Hari till he was soon black and blue with their pinching.

'Don't you like it?' said all the creatures in surprise, 'Why, we were told, you would love to see us because you were a champion pincher and pricker yourself. Come, come and join the fun!'

Hari leapt to his feet, crying loudly. His lunch rolled into the pool, and when the crabs and lobsters saw it, they ran to it and began to feast eagerly. Hari saw that they had forgotten him for a time, and he turned and ran for his life, tears streaming down his cheeks. Hari ran and sat near the rock thinking.

They only did to me what I keep doing to other children. But how it hurts! And how I hated those crabs and lobsters! I suppose the other children hate me too, 'I shalln't pinch or prick anyone anymore.'

- Enid Blyton



Glossary

- bruise (*n*) : injury by blow to body
- horrid (*adj*) : terrible
- hoarse (*adj*) : rough and deep sounding
- isolated (*adj*) : a lonely place
- pincer (*n*) : a gripping tool
- stalk (*n*) : main stem
- nipped (*v*) : pinched
- yelled (*v*) : shouted loudly



Comprehension

I. Answer the following questions.

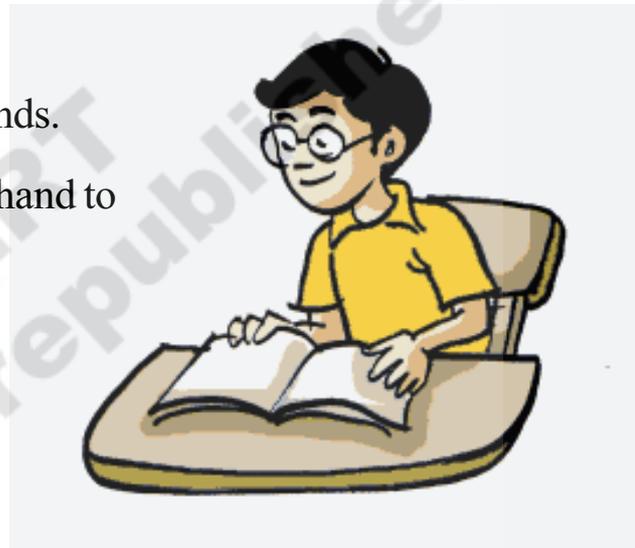
1. Did Hari have any friends? Why/ Why not?
2. If you were left alone by your classmates, how would you feel?
3. How did the seaside creatures teach Hari a lesson?
4. Do you think Hari will change? Yes/ No. Give reason for your opinion.

II. Answer the following questions by putting a tick (✓) on the right answers.

1. All the children left Hari alone because
 - a. he troubled others.
 - b. he liked to be alone.
 - c. the teacher asked them to do so.

2. Hari went and sat in a sandy corner because
 - a. he was happy to be alone.
 - b. he liked that place.
 - c. he was left alone by his friends.

3. The monster crab put out his hand to
 - a. shake hands.
 - b. pull Hari into the pool.
 - c. take his lunch.



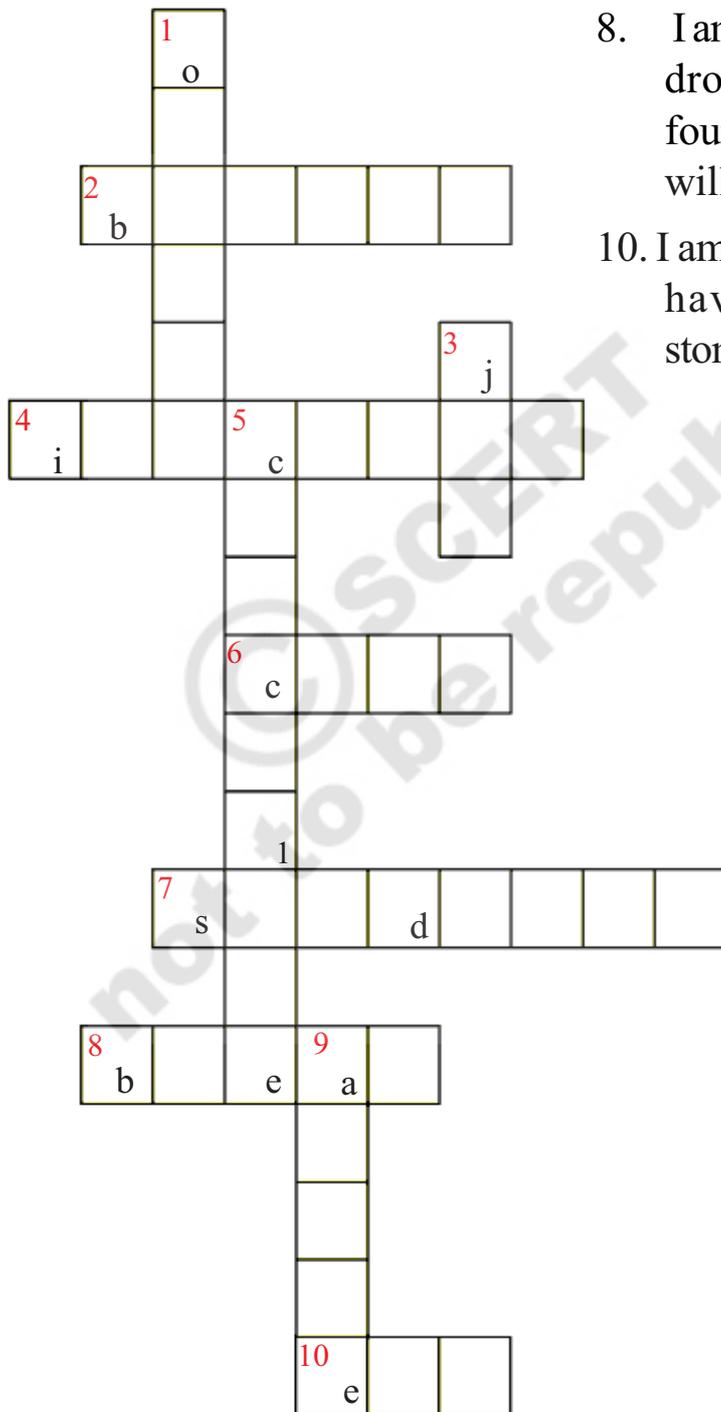
Vocabulary

Hari and his classmates took some food items to the picnic. Complete the grid using the clues given below to get the names of the food items.

Down

Across

- | | |
|--|---|
| 1. I am a fruit. I am round and juicy. | 2. I am a fruit. You eat me by peeling my skin. |
| 3. I am a three-lettered word. You eat me with bread. | 4. I am cold, sweet and creamy. Children like me very much. |
| 5. Children like me very much. If you drop last four letters from my name, I will be late. | 6. I am spongy and soft. You cut and eat me on your birthday. |
| 9. I am a fruit. Eat me every day to keep healthy. | |



7. I am an eight-lettered word. If you drop the last four letters from my name, I will be in the desert.

8. I am a five-lettered word. If you drop the first letter and the fourth letter from my name, it will be the name of a colour.

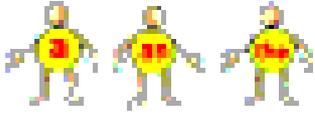
10. I am a three-lettered word and I have a yellow ball in my stomach.





Grammar

I. Do you remember us?



‘We are the articles.’

I come before singular nouns beginning with consonant sounds.



Just like ‘a’, I also come before nouns, but remember I am used only before nouns beginning with sounds **a, e, i, o, u**.

I also come before singular nouns. I am used when people speak of a person, a place or a thing already mentioned; or the only a thing or a person in a situation.



Now, look at the following examples.

- Hari saw a monster crab.
- Hari put out his hand to shake the crab’s claws.
- On that day, the sun shone bright,...

In sentence 1, ‘a’ is used before ‘monster crab’ because it refers to one crab. In sentence 2, the crab in sentence is mentioned again, and now instead of putting ‘a’ before it, we put ‘the’. But in sentence 3, **the** is used because the sun is one.

1. Pick out more examples of ‘a/an and the’ from the story.

2. After coming back from picnic Hari wrote a letter to his friend about the way he spent that day. The letter is given below. Fill in the gaps with necessary articles.

Dear Teja,

I am fine, and hope to hear the same from you. Pupils of our class went for _____ picnic to _____ seaside last week. I was left alone. So I went to _____ sandy corner and sat down. My mother packed me _____ egg, _____ cake and _____ chocolate. At that time _____ large sandy lobster crawled out of _____ pool. All the sea animals tried to shake hands with me. But they pricked me till I was black and blue. They taught me _____ lesson, not to hurt anyone.

Hari

II. Look at the words underlined in the following sentences.

Hari was sitting quietly in a sandy corner. The crab came and nipped him hard. He ran fast.

The words **quietly**, **hard** and **fast** tell us how the actions(indicated by verbs) took place. These words are called **Adverbs** because they modify verbs. As you can see, some adverbs like ‘**quietly**’ end in ‘**-ly**’ and others do not, as ‘**hard**’ and ‘**fast**’.

1. Find from the story five adverbs and the verbs they modify.

Adverbs	Verbs they modify

2. Complete the following sentences with adverbs made from the words given in the brackets. Add, 'ly' wherever necessary.

- a. She spoke to her teacher _____. (clear)
- b. All children laughed _____. (loud)
- c. He failed though he worked _____. (hard)
- d. He spoke _____ (loud) to his class fellows.



Writing

I. When Hari went to the picnic, he missed to see the notice board on the seashore. Here is the notice.

Notice

Do's	Don'ts
1. Children should be accompanied by elders	Don't go deep into the water.
2. Wear shoe/slipper when you walk on the sea shore.	Don't drink sea water.
3. Beware of sea animals.	Don't throw waste into the sea.
4. Wear water proof jackets while boating.	Don't go boating on a stormy day.

Now write a Notice to keep your school surroundings clean.

Notice	
Do's	Don'ts

II. After reaching home, Hari thought of what had happened to him at the end of the picnic. Write down in the box what he thought of.

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III. Hari went to Raghu. He wanted to be Raghu's friend. Here is a part of the conversation that took place between them. Complete and role-play it.

Hari : Please, Raghu don't go away.

Raghu : I don't want to talk to you.

Hari : Why?

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : Ok, Hari! We're friends now.

Hari : Thank you, Raghu!





Recite the following poem.

The Best of Friends



The best of friends
Can change a frown
Into a smile
When you feel down.

The best of friends
Will understand
Your little trials
And lend a hand.

The best of friends,
Will always share,
Your secret dreams.
Because they care.



The best of friends
Worth more than gold
Give all the love
A heart can hold.



- S. Jill Wolf





Glossary

- frown (*n*) : eyebrows drawn together
 trials (*n*) : paths, tracks, signs or difficulties
 worth (*adj*): valuable or very useful
 secret (*adj*): kept hidden from others



Comprehension

I. Answer the following questions.

1. Why does the poet want to share her secret dreams with her friends?
2. Why does the poet say that friendship is more valuable than gold?
3. Are friends important in life? Why/ Why not?

II. Tick (✓) the one you agree with and give a reason for it.

1. The poet says, ‘Give all the love a heart can hold’. It means
 - a. Love is measurable. ()
 - b. Love is not measured. ()
2. ‘Little trials’ in the second stanza means
 - a. fights ()
 - b. difficulties ()



Writing

I. Who is your best friend? Why is he/ she your best friend?

My best friend is
He/ She is my best friend because

II. Narrate an incident when either you helped a friend or got help.



C. Reading

True Friendship



Friendship binds people in a bond of love, natural trust, understanding and loyalty. It is something that takes time to happen. Just as we grow a garden, in friendship too, first a seed is planted; it is taken care of, nourished and watered daily. This needs honesty, devotion and patience. We have to tend friendship with love and care. True friendship is the gift of God

and it should be cherished by every individual.

A friend is a person who will always be on your side when times are bad. A true friend is someone who will understand what you are saying even if it does not make any sense. He / she will be ready to make sacrifices in order to help you. Good friends play active part in your life. They will feel happy when you are happy. They feel achieved with your accomplishments. Friends mean so much to one another. They share affection, which fills them with happiness. They spend time thinking of their friends of whom they are important to them and how to find ways to help them. Sometimes there may be disagreements and quarrels between friends. But they are sure to make up in a minute or so because they cannot be mad at each other for long.

We must guard ourselves against false friends. Otherwise, in the course of life some friends may desert us in our misfortune. Some friends also may turn enemies for us. Some friends will be used against us by our enemies.

There may be some people who pose to be our friends to meet their own interests. When their interest is met, they leave us. They may even betray us for their interest. Such friends are more dangerous than enemies. Besides false friends, there are ‘summer friends’ who remain with us when we are rich and they leave us when we are in difficulties. They share our fortune but not our sorrow. They are like summer birds; the summer birds come when it is summer and fly away when the summer moves away. The summer friends may not be as dangerous as the false friends but we cannot depend on them.

Your friends may be of different ages. They are your role models. When you see them, you learn new and different things from them. All of them have a different meaning to you because they all have a special quality in them that makes them your friend. Every one of them is different but they all your friends. They trust you and make you believe that there is no one else like you.

My friends make me feel that I am special and there is no one...



Glossary

loyalty (<i>n</i>)	:	the quality of being faithful
nourished (<i>v</i>)	:	kept alive and healthy
honesty (<i>n</i>)	:	the quality of being honest
devotion (<i>n</i>)	:	great love, care and support
patience (<i>n</i>)	:	the ability to stay calm and accept a delay
cherished (<i>v</i>)	:	loved very much and wanted to protect
accomplishments (<i>n</i>)	:	achievements
affection (<i>n</i>)	:	the feeling of liking or loving
misfortune (<i>n</i>)	:	bad luck



Comprehension

I. Answer the following questions.

1. What is friendship, according to the writer?

2. 'A friend is a person who will always be on your side when times are bad.' What do you mean by 'bad times'?
3. Why do friends mean so much to one another?
4. Why are some friends called summer friends?
5. How do you know that you have found a true friend?



Writing

I. List the qualities that you like in your friends in the table given below.

Qualities I like.,
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II. Write a paragraph on true friendship.

Blank area for writing a paragraph on true friendship.

Fun Time

‘Isn’t Hari a bad boy!’ said a boy to a girl.
 ‘Well, do you know who am I?’ asked the girl.
 ‘No,’ replied the boy.
 ‘I’m his sister,’ she said.
 ‘And do you know who am I?’ asked the boy.
 ‘No,’ she replied.
 ‘Thank Goodness!!’ the boy said with a relief.



Now tell a joke to the whole class.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

* <input type="checkbox"/>	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I read and understood the texts;			
	a) Let’s be Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) True Friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I talked about Hari and my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I completed the crossword puzzle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I understood and did the exercises in;			
	a) articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) adverbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I understood and recited the poem, ‘The Best Friends’.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I was able to write;			
	a) a notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) a description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT
2

Karate Kitten

Look at the picture and answer the following questions.



1. What kind of a shop do you see here?
2. What do you think the woman and child have come to the pet shop for?
3. Do you have any pet shops in your area?

Listen to your teacher. He /she will tell you about Rohit and his pet. Answer the following questions.

1. What happened to Rohit's father?
2. How was the Kitten responsible for it?



A. Reading

Karate Kitten

When Rohit was nine, his family lived in a small town. His father Rajarao was a clerk in Rao & Rao Company. Janaki, Rohit's mother, was a housewife. She used to be alone in the daytime when Rohit was at school, and Rajarao in his office. She wanted to have a pet. She asked Rohit's father several times for a pet. Rohit also supported his mother.

Many days passed. But Rajarao did not bring home any pet. Janaki said to herself, 'I should get a pet on my own.' One morning Janaki and Rohit went to a pet shop on Mahatma Gandhi Road near the clock tower. The pleasant shopkeeper welcomed them. Janaki explained her problem to the shopkeeper.

- ◆ Why did Janaki decide to have a pet?
- ◆ Why did Janaki go to the pet shop with Rohit?

The young shopkeeper advised to Janaki to buy a kitten.

'Why, a kitten?'

'Because it's special.'

'What is special about the Kitten?' Janaki asked.



‘It’s a Karate Kitten, trained in Japan, madam. It’s the only Karate Kitten in India.’

‘What does it do?’ Rohit asked curiously.

‘Karate,’ said the shopkeeper. ‘It’ll give you a lot of entertainment.’

‘Karate!’ Rohit and his mother shouted at once.

The shopkeeper placed an old chair in the middle of the shop. Then he brought a little kitten. It’s white and cute. When he said, ‘Kitten, karate chair!’ The kitten jumped on to the chair with vigour. In a matter of seconds the kitten broke the chair into pieces.

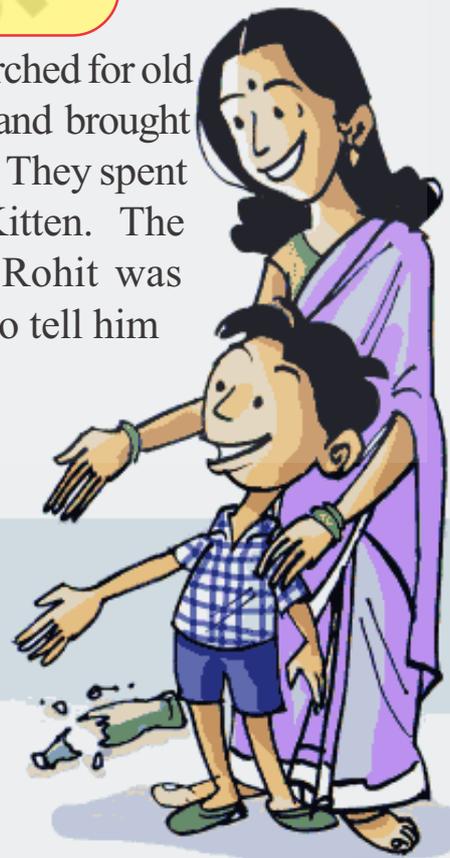
‘Wow!’ Rohit jumped with joy. What a wonderful kitten!

Janaki paid for the kitten. Rohit and his mother left for their house.

- ◆ Have you ever seen such a kitten?
How is it different from other kittens?
- ◆ What do Rohit and his mother do after they brought the Kitten home?



When they reached home, they searched for old boxes, crockery and other useless articles and brought them to the hall. Rohit was very excited. They spent an hour enjoying the feats of Karate Kitten. The Karate Kitten smashed many items. Rohit was waiting for his father. He was curious to tell him about the Karate Kitten.



Rohit was happy and started singing a song.

Karate Kitten jumps here and there,

Beating things everywhere.

Karate Kitten pounces here and there,

Kicking things everywhere.

Karate Kitten hops here and there,

Crushing things everywhere.

Karate Kitten stamps here and there,

Smashing things everywhere.



When Rajarao came home in the evening, Rohit and Janaki were playing with the Karate Kitten. The hall was filled with broken wooden pieces and crockery. He was annoyed and shouted, ‘What’s going on here?’

‘Karate practice, Daddy,’ said Rohit

‘Karate practice! Who is that karate master?’

Janaki showed the little kitten to her husband.

‘We bought this Karate Kitten this morning. It’s our pet now’ Rohit said proudly.

‘Karate Kitten!’ Rajarao screamed in anger and disbelief.

‘Yes, dear, it’s our new pet.’ Janaki said softly.

‘Kitten, karate, my head!’ Rajarao shouted.

When the Karate Kitten heard this, it attacked Rajarao’s head.

‘Oh! My head!’ he put his hand on his bald head.

Janaki and Rohit burst into laughter.





Glossary

- pleasant (*adj*) : enjoyable, pleasing or attraction
- entertainment (*n*): the act of entertaining
- curious (*adj*) : a strong desire to know about something
- vigour (*n*) : energy or physical strength or force
- crookery (*n*) : plates, cups, dishes
- excited (*v*) : made somebody feel very pleased.
- feat (*n*) : an action that needs skill, strength or courage
- pounces (*v*) : moves suddenly forwards to attack or catch
- stamps (*v*) : puts your foot down heavily and noisily
- annoyed (*v*) : made somebody slightly angry



Comprehension

I. Put a tick (✓) against each right statement. Rewrite the wrong statements in the space given under each statement.

1. Janaki had asked her husband for a pet several times. ()

2. Rohit got an injury on his head. ()

3. The shopkeeper advised Janaki to buy a parrot. ()

4. Rohit and Janaki searched for old furniture. ()

5. There are three members in the family. ()

II. Answer the following questions.

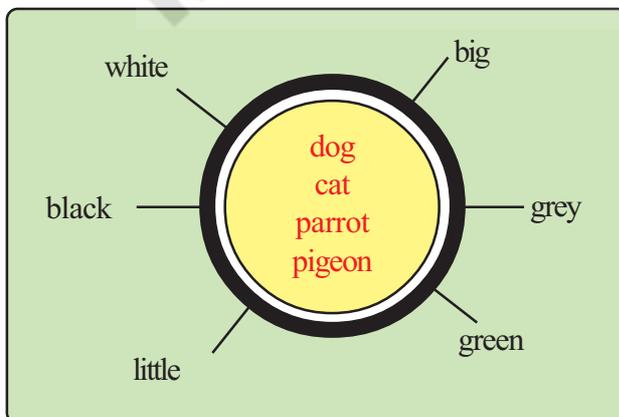
1. 'When he was away on his work, Janaki along with Rohit had been to a pet shop.' Who is 'he' here? Where had he gone?
2. Why did the shopkeeper advise Janaki to buy a kitten?
3. Why did Rohit and his mother search for old furniture?
4. If you want your table to be broken, what will you say to the Karate Kitten?
5. 'It'll give you a lot of entertainment.' What entertainment will it give?
6. Why was Rajarao angry when he came home in the evening?
7. How did Rajarao get an injury on his head?
8. Why did Rohit and Janaki burst into laughter?



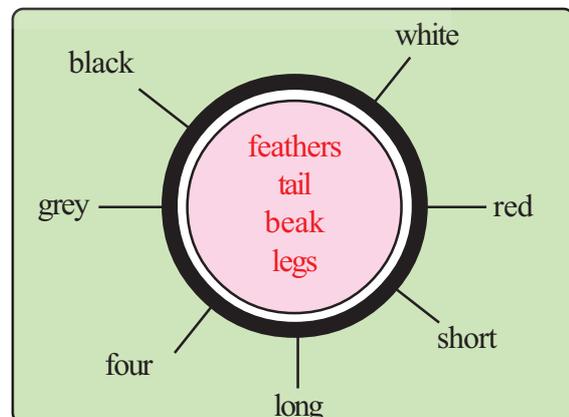
Vocabulary

I. Janaki and Rohit saw many pets in the pet shop. Box 1 has a list of pets and Box 2 has some of their physical features. Frame meaningful phrases taking words from each box. One is done for you.

Box 1



Box 2



Example : A white dog with a long tail.

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

II. Rohit sang a song on the Karate Kitten. Read the song again and write in the space given below the words which indicate 'actions'.



Grammar

I. Observe the underlined words in the following sentences.

1. Rajarao works in Rao & Rao Company.
2. Janaki went to a pet shop.
3. The pet shop is on the M. G. Road near the clock tower.

The underlined words placed before nouns/noun phrases are called **Prepositions**. We can also place them before pronouns (Janaki spoke to him). There are other prepositions like, **at, of, by, for, under, with, into**, etc.

In the above examples, the prepositions have been placed before names of places. Apart from place, the prepositions appear before words showing time, instrument, movement, manner, direction, person, etc. A few examples are given below.

1. He will come **at** 5 p.m. **(time)**
2. We eat **with** our mouth. **(instrument)**
3. The cat ran **into** the house. **(movement)**

Pick out a few sentences from the story which have prepositions in them. Write them here and mention the category the words before which they are used.

Read the following. Fill in the blanks with appropriate prepositions.

Rajaroo is now _____ the railway station. He is waiting _____ his uncle. His uncle is coming _____ the Krishna express _____ Tirupathi. The train has arrived. Now they are _____ an auto. When they reached home Rohit said, 'welcome _____ our house, grandpa!'



II. Read the following groups of words.

1. a pet|to|wanted|have|Janaki
2. kitten|many|the|items|karate|smashed

Do these two groups of words make sense?

No, they do not.

Now read the same groups of words in another order.

1. Janaki wanted to have a pet.
2. The Karate Kitten smashed many items.

Do these words make sense?

Yes, they do. These are called sentences.

A group of words that make complete sense is called a sentence. It begins with capital letter. It ends with full stop, exclamation or a question mark.

Read the following sentences.

1. Janaki and Rohit burst into laughter.(statement)
2. What is special about the kitten? (question)
3. Buy this kitten.(advise)
4. Please mummy! Buy this kitten.(request)
5. Rohit, bring that old box here.(command)
6. Let's go to the pet shop.(suggestion)
7. What a wonderful kitten!(exclamation)

These sentences tell us about the types of sentences.

Sentence '1' makes a statement or declaration.

A sentence that states or declares something is called a Declarative sentence or a Statement.

Sentence '2' asks a question.

A sentence that asks a question is called an Interrogative sentence.

Sentences '3, 4,5 and 6' express advise, request, command and suggestion.

Sentences which express advise, request, command and suggestion are called Imperative sentences.

Sentence '7' expresses some strong or sudden feeling.

A sentence that expresses some strong or sudden feeling is called an Exclamatory sentence.

Read the following sentences and write in the brackets the type of sentence.

1. What does it do? ()
2. Mummy let's buy this kitten! ()
3. Janaki paid for the kitten. ()
4. What a clever kitten this is! ()
5. Who is the karate master? ()
6. Please, visit again. ()
7. What's going on here? ()
8. Rajarao got an injury on his head. ()
9. Rohit, shut the door. ()

Look at newspaper, leaflets, poster and advertisements and pick out the types of sentences. Write them down in the box.

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III. Read the following sentences from the story.

1. When Rajarao came home in the evening, Rohit and Janaki were playing with Karate Kitten.
2. When he said, 'Kitten, Karate chair!', the kitten jumped on to the chair with vigour.

Each sentence describes two past actions. In sentence '1', one action was complete while the other was going on. In sentence '2', one action followed another past action both actions were complete.

Sentences containing such actions are combined using 'when'.

There are some sentences in the story that express similar actions. Write them here.



IV. Given below are pairs of incomplete sentences. Complete them and combine them using, 'when'.

1. Rajarao was _____ (go) to the town hall to watch a dance programme. Then he _____ (meet) his friend Ranga Rao.

2. They _____ (talk) on the side of the road. Then an autorickshaw _____ (stop) in front of them.

3. They sat in the auto. The auto was _____ (go) to the town hall. Then it _____ (start) raining.

4. They reached the town hall in time. Ranga Rao _____ (search) for seats. At that time Rajarao _____ (wait) at the door.

5. They found vacant seats in the last row and took their seats. The dance programme _____ (start). Then the chief guest _____ (arrive).

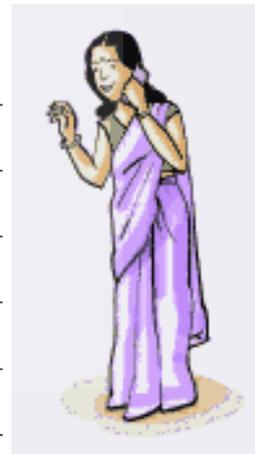


Writing

I. Janaki is talking to her mother over a mobile phone. She is speaking about Karate Kitten. Continue her description giving details such as her looks, what she can do, what she eats, what she likes/ dislikes and what you like about her.

Mummy, now we are four in the family.

Karate Kitten is our fourth member.



II. Rohit loves his pet Karate Kitten very much. He takes every care for her. He bathes her, feeds her and looks after her when she is ill.

Name the bird / animal that you want to keep as your pet and write how you take care of it.



III. Janaki and Rohit are in the pet shop. There is a conversation between her and the shopkeeper. Complete the conversation and role-play it.

Shopkeeper : Welcome, madam! Good morning!

Janaki : Thank you! Good morning!

Shopkeeper : _____

Janaki : Except a dog.

Shopkeeper : _____

Janaki : _____

Shopkeeper : _____

Janaki : _____

Shopkeeper : It's a special kitten, madam, trained in Japan.

Janaki : _____

Shopkeeper : Thank you madam, Please visit again!





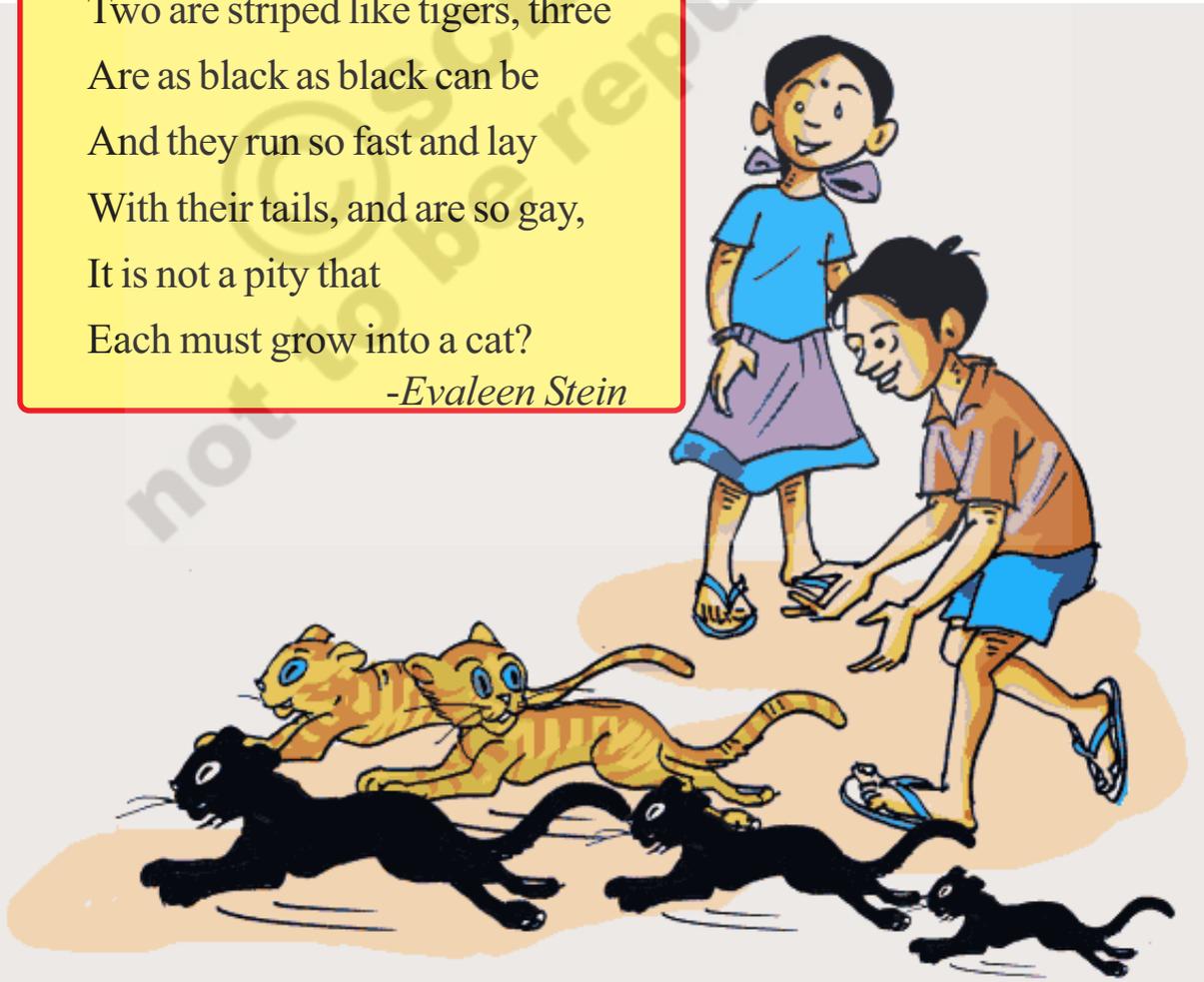
B. Reading

Read the following poem.

Our Kittens

Our kittens have the softest fur,
And the sweetest little pur,
And such little velvet paws
With such cunning little claws,
And blue eyes, just like the sky!
(Must they turn green, by and by?)
Two are striped like tigers, three
Are as black as black can be
And they run so fast and lay
With their tails, and are so gay,
It is not a pity that
Each must grow into a cat?

-Evaelen Stein





Glossary

- cunning (*adj*) : able to get what we want in a clever way
- paw (*n*) : the foot of an animal that has claws
- claws (*n*) : sharp curved nails on the animal's or a bird's foot.
- gay (*adj*) : brightly coloured



Comprehension

- I. 'Fur' and 'pur' end with same sound. We call such words rhyming words. List the other pairs of rhyming words from the poem.**

fur — pur	

- II. Answer the following questions.**

1. What comparisons are made in the poem?
2. 'Claws are described as cunning.' What cunning things do the kitten do?
3. What would you like to compare the soft fur with?

Look at the comparison in the following.

Its eyes are as white as cloud.

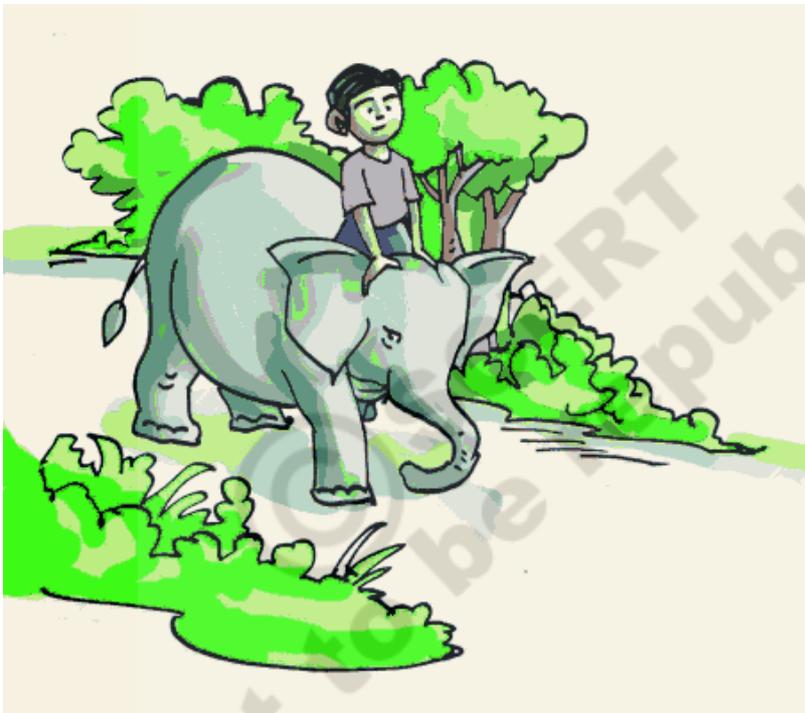
Give four examples using, 'as _____ as'.



C. Reading

Kari the Elephant

Kari the elephant was five months old when he was given to me to be taken care of. I was nine years old then. We grew together. That is probably why I never found out how tall he was. Kari needed forty pounds of twigs a day to chew and play with.



Everyday I used to take him to the river in the morning for his bath. He would ride on the sandbank while I rubbed him with the clean sands of the river for an hour. After that he would lie in the water. He would squeal with pleasure as I rubbed water down his back. Then I would take him by the ear because that is the easiest way to lead an elephant. Thus I

left him in the fringe of the jungle, while I went into the forest to get some twigs for his food. It was not an easy job to get twigs and saplings for Kari.

One day I was gathering some twigs and I heard Kari calling me. I thought somebody was hurting him, so I came down from the tree and ran fast to the edge of the forest. I could not see Kari. When I went near the edge of the water, I saw something black struggling on the surface. When it rose higher I saw it was Kari. I thought he was drowning! But I soon saw his back rise above the water and he began to struggle up to the shore. He then pushed me into the water and as I fell into the stream, I saw a boy lying flat at the bottom of the river. When I came to the surface of the water to

take a breath, Kari was standing on the bank, his trunk stretched out like a hand waiting. I went down again and pulled the body of the drowning boy to the surface. Kari helped me to pull him onto the shore.

Suddenly I slipped and sank back to the bottom of the river. As I struggled up again with my eyes tightly shut, I felt something like a rope around my neck. This frightened me. I thought it was a water snake. But the trumpeting sound I heard, told me it was Kari. The boy lay stretched on the ground and I recognized him as a boy from my village. He had gone to bathe in the river and had swum too far out.

I put his face down on the sand and Kari put his trunk around his waist and lifted it gently up and down. After Kari did this three or four times, water began to come out of the boy's mouth. I rubbed his hands and feet. The boy slowly started breathing again. Kari was the best friend I ever had.

*-Adapted from the novel by
Dhan Gopal Mukherji)*





Glossary

pound (<i>n</i>)	:	454 grams
twigs (<i>n</i>)	:	a very thin branch that grows out of a larger branch on a bush or a tree
ride (<i>v</i>)	:	sit on a horse or an elephant and control it as it moves
sequel (<i>n</i>)	:	a book, a film that continues the story of an earlier one
fringe of the jungle (<i>adj</i>)	:	border of the jungle
sapling (<i>n</i>)	:	a young tree
drowning (<i>v</i>)	:	going deep into the water and being not able to breathe



Comprehension

Answer the following questions.



1. What is the easiest way to lead an elephant?
2. Why did Kari push his caretaker into the water?
3. 'After Kari did this three or four times, water began to come out of the boy's mouth.' What did Kari do?
4. 'But I soon saw his back rise above the water and he began to struggle up to the shore!' Who is 'I' here?
5. You are swimming in a pond with your friends. Suddenly, one of your friends was seen drowning in it. What would you do to save him?



Project Work

work in groups.

Ask your friends which animals / birds they would like to keep as pets. Write down the questions that you would ask to collect the information about the pets.

Blank area for writing questions.

Now Complete the table.

Sl. No	Name of the animal/bird	Name by which you call it	Colour and size

Fun time



Janaki and Rohit are in the pet shop. They wanted to buy a pet. Rohit saw a cute little puppy. He wanted to buy it.

Rohit: Is this puppy faithful?

The shopkeeper : Yes... yes!! This is very faithful. I have sold this to three persons, but every time it comes back to me.

Now tell a joke to the whole class



How well did I understand this unit?

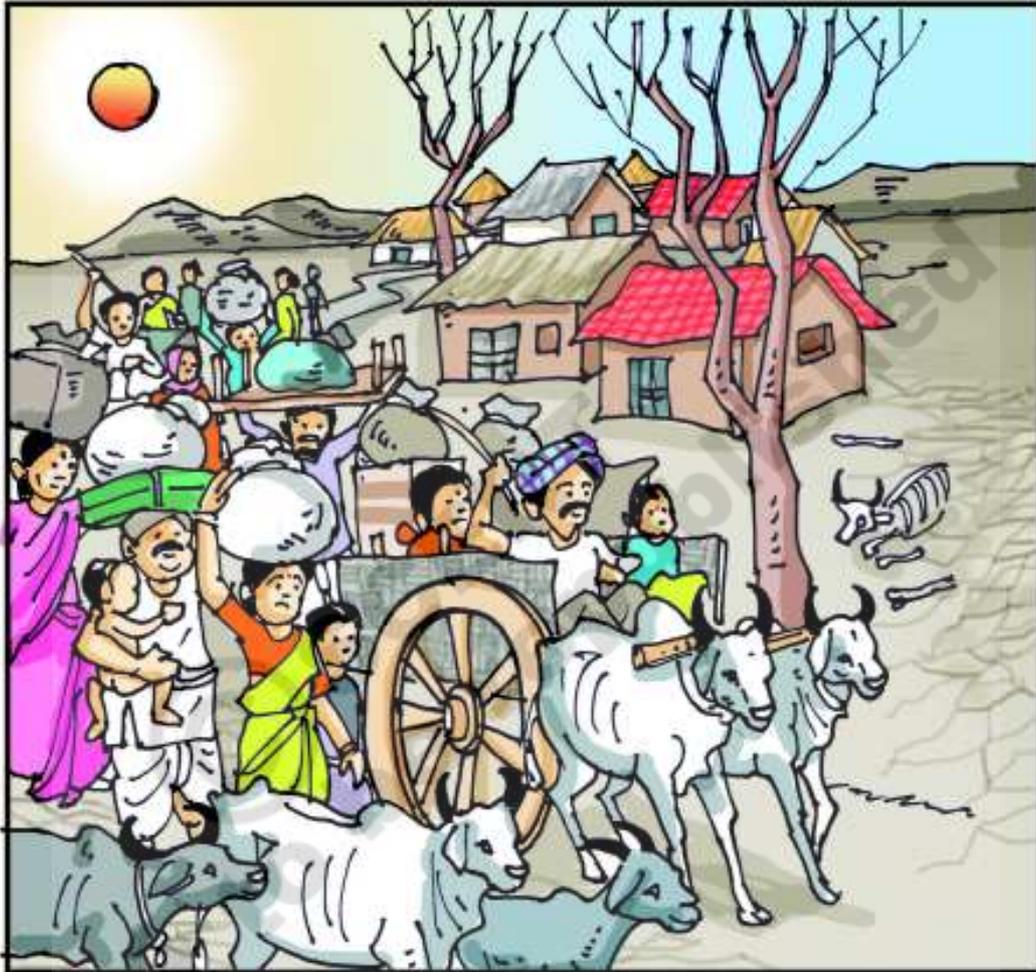
Read and tick (✓) in the appropriate box.

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) Karate Kitten			
	b) Kari, the Elephant			
3.	I talked about the characters.			
4.	I framed meaningful phrases taking words from boxes			
5.	I understood and did the exercises in;			
	a) prepositions			
	b) combining the sentences using 'when'			
6.	I understood and recited the poem, 'Our Kittens' .			
7.	I was able to write;			
	a) a conversation.			
	b) a description			

UNIT
3

Together We Live

Look at the picture and answer the following questions.



1. Why do you think people are leaving their place?
2. Where do you think they are going?

Now, your teacher will tell you about the people shown in the above picture. Listen to him/her carefully and say whether the following statements are 'True or False'.

1. Sita went to a very far off place to fetch water and mangoes.
2. Laxmi found very little water in the vessel.
3. Life became miserable for everyone in the village.
4. There is drought in the village.
5. Gopanna went to the grampanchayat to get more water.



A. Reading

Together We Live

In Siripuram village it did not rain for three years. Men, women and children looked at the sky anxiously for signs of clouds. The pond was now a wide stretch of caked earth. Thirsty animals crowded around puddles of dirty water. Women went very far in search of water. They returned with pots of water balanced over their heads and some fodder of the cattle tucked under their arms.

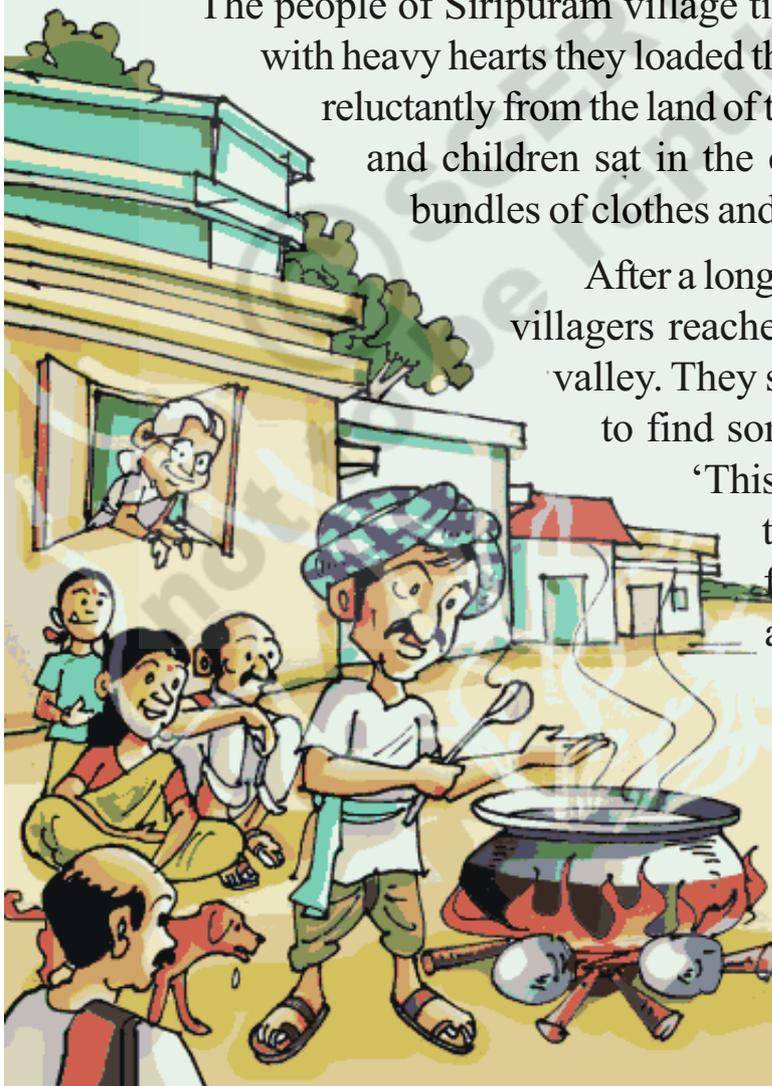
‘We must leave our village,’ the village head announced. ‘If we wait any longer, our people and cattle will fall sick.’

The people of Siripuram village tied up their belongings and with heavy hearts they loaded their carts and began moving reluctantly from the land of their forefathers. The elderly and children sat in the carts alongside pots, pans, bundles of clothes and some furniture.

After a long journey of several days, the villagers reached a small town in a green valley. They smiled weakly. They hoped to find some work and shelter there.

‘This seems a prosperous town,’ they thought. ‘The rivers are full, and the lush green fields are so inviting.’

They reached Shanthi Nagar. Their tired legs refused to carry them any more, so they sat in the town square. Rajanna and others brought some

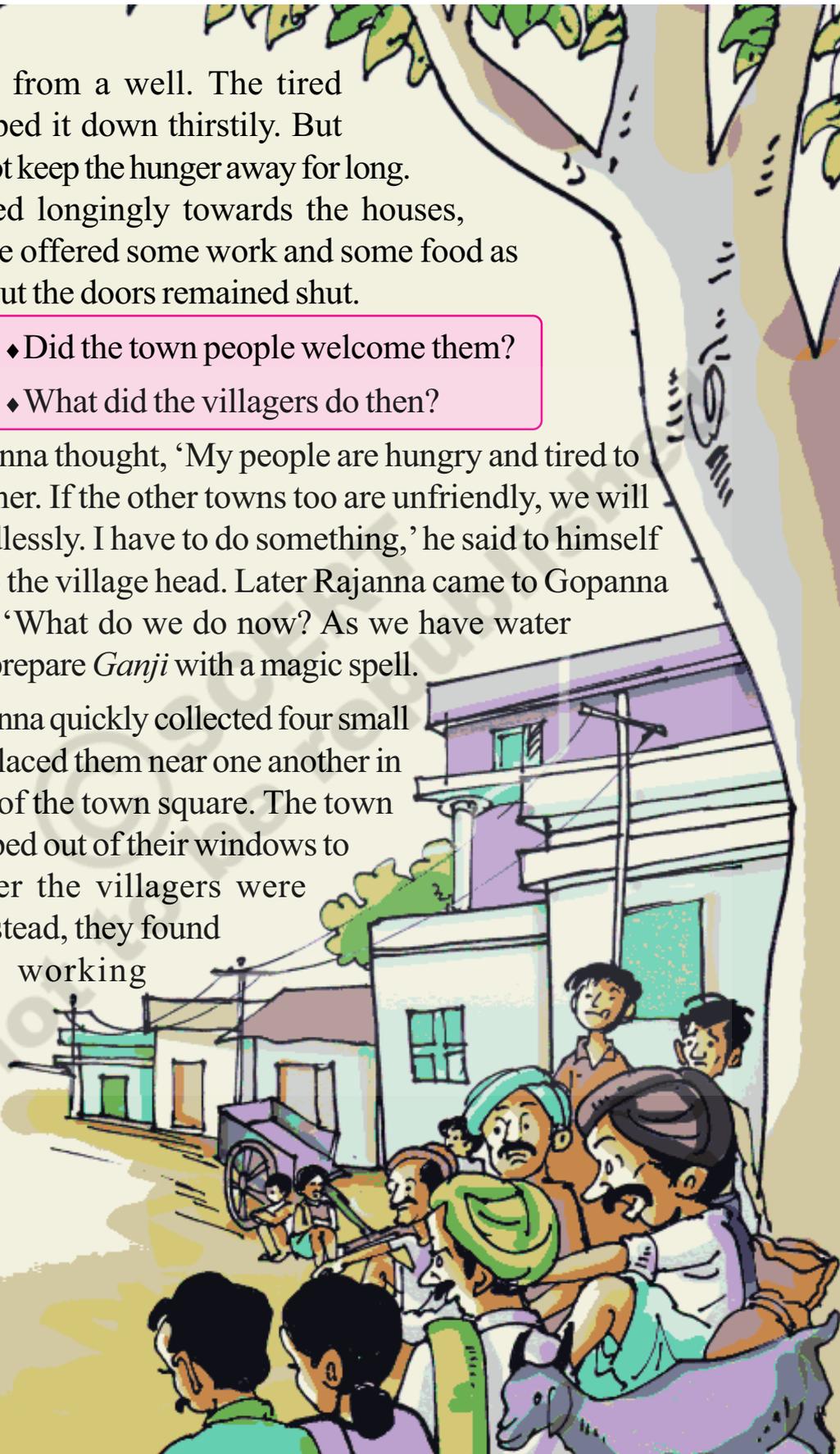


cool water from a well. The tired people gulped it down thirstily. But water did not keep the hunger away for long. They looked longingly towards the houses, hoping to be offered some work and some food as payment. But the doors remained shut.

- ◆ Did the town people welcome them?
- ◆ What did the villagers do then?

Gopanna thought, 'My people are hungry and tired to go any further. If the other towns too are unfriendly, we will wander endlessly. I have to do something,' he said to himself and went to the village head. Later Rajanna came to Gopanna and asked, 'What do we do now? As we have water here, I can prepare *Ganji* with a magic spell.

Gopanna quickly collected four small rocks and placed them near one another in the middle of the town square. The town people peeped out of their windows to see whether the villagers were leaving. Instead, they found Gopanna working busily.



Gopanna fetched some firewood and threw it into the rocks and lit it. He picked a large pot from the villagers' belongings and filled it with two quarters of water. He placed it on the fire. The town people looked curiously. The water boiled. Gopanna stood in front of the pot and said, 'Deja doja ikla ekla magia *Ganji* misto esto listo. We will have some delicious magic *Ganji*.'

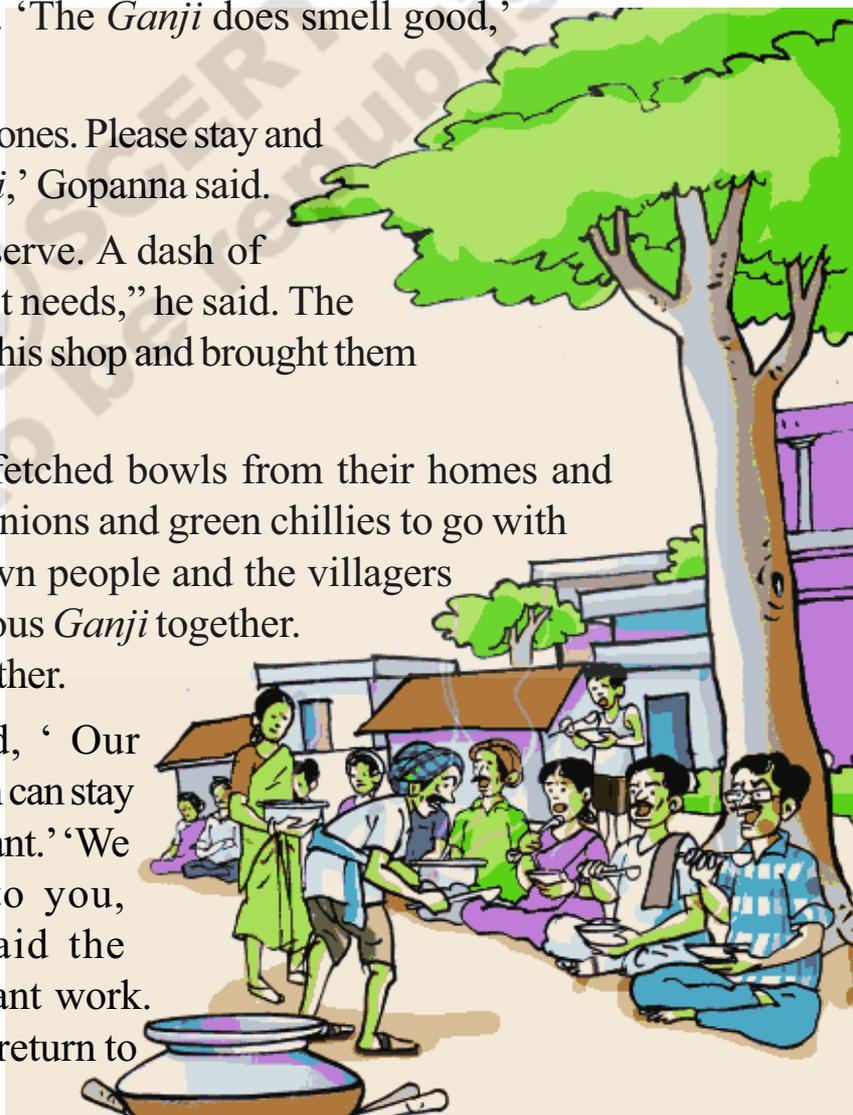
'Ah! It smells so delicious!' Gopanna said loudly. 'If only I had a little rice, it would taste heavenly!' A door creaked open. An old woman walked slowly towards the square with some rice. 'Thank you,' he accepted the rice and added it to the boiling water. After a few minutes, 'Actually it is just missing a little *jeera* powder,' he said. Soon one more door opened and a little boy ran down with *jeera* powder. Gopanna accepted it and added it to the *Ganji*. 'The *Ganji* does smell good,' said the little boy.

'Thank you, generous ones. Please stay and share our magic *Ganji*,' Gopanna said.

'It is ready to serve. A dash of salt and pepper is all it needs,' he said. The local grocer rushed to his shop and brought them right away.

Some women fetched bowls from their homes and other brought some onions and green chillies to go with the *Ganji*. All the town people and the villagers shared the hot, delicious *Ganji* together. They smiled at each other.

The town head said, 'Our friends from Siripuram can stay here as long as they want.' 'We are very grateful to you, honourable Sir,' said the village head. 'We want work. God willing, we will return to our village soon.'





Glossary

- anxiously (*adv*) : with worry and concern
- caked (*adj*) : hardened
- lush (*adj*) : growing thick and healthy
- prosperous (*adj*) : people and places that are rich
- ganji* (*n*) : rice soup or *ambali*
- fetched (*v*) : brought



Comprehension

I. Answer the following questions.

1. What did the villagers feel while they were leaving Siripuram?
2. 'God willing, we will return to our village.' What do these words convey about the mood of the villagers?
3. What made the town people accept the villagers later?

II. The people from Siripuram had a lot of self respect. Tick (✓) the actions of the villagers which support this quality.

1. For three years they worked hard and waited for the rains.
2. Women went to far off places in search of water.
3. They wanted to earn their food but not to beg.
4. They decided to leave their village.
5. They promised that they would return to their village if the living conditions were improved.



Vocabulary

I. The villagers of Siripuram carried many things with them on carts to the town. Write the names of any four of them.

Now, write sentences using the words you have listed.

II. There are many words that end in either ‘-ous’ or ‘-able.’

For example- prosperous, honourable

‘-ous’, and ‘-able’ are suffixes. By adding these and several other suffixes (‘-less’, ‘-ment’, ‘-ness’, ‘-ful’...) we can make new words.

Examples:

danger + ous = dangerous favour + able = favourable

courage + ous = courageous remark + able = remarkable

(Remember in words such as ‘curious, delicious, anxious,’ the ending ‘ous’ is not a suffix.)

Now, complete the words using appropriate suffixes.

taste _____

wash _____

sick _____

end _____

work _____

hope _____

beauty _____

pay _____

search _____

move _____

announce _____

accept _____

III. Read the following phrase.

'a dash of salt and pepper.'

It means a little of salt and pepper powder. A dash is also used in the following expressions.

'a dash of lemon juice'

'a dash of colour'

'a dash of sugar'

'a dash of coffee'

These phrases are called **Collocations**.

Now, read the phrases given in the first column and tick (✓) in the appropriate box the words that will collocate or go together with each phrase.

phrases	sugar	salt	flowers	sticks	honey
a pinch of		✓			
a bunch of					
a bundle of					
a lot of					
a spoonful of					

Based on the collocations you have made, frame sentences using them.
One is done for you.

a spoonful of honey: Radha takes a spoonful of honey every morning.

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



Grammar

I. Read the following phrases.

a green valley

a lush green valley

As you know the words **'lush'** and **'green'** are adjectives. They describe the noun, 'valley'. If we have to add one more adjective **'deep'** to the above adjectives where would we add? Here are some of the possibilities:

a lush green deep valley

a lush deep green valley

a deep lush green valley



The first combination is the only acceptable combination. Now we have to understand why the first combination is acceptable.

Sequencing of adjectives

This table explains the order of adjectives coming before a noun.

Opinion	Size	Age	Shape	Colour	Material	Purpose	Object
good	huge	-	round	black	leather	-	bag
bad	tiny	old	square	white	plastic	sleeping	chair
terrible	small	new	oval	blue	metal	hunting	pen

Examples:

- a good huge round black leather bag
- old white plastic chair
- small new blue metal pen

Think of three adjectives for each of the following nouns and write them before the nouns in an acceptable order.

table	
book	
school	
shirt	
box	



Writing

I. The town people shut the door. Gopanna was worried and he went to speak to the village head about the problem. What did he speak?

Complete the following conversation between Gopanna and the village head and role-play it.

Gopanna : They are very hungry.

Village head: Yes, I'm also thinking of the same.

Gopanna : _____

Village head: _____

Gopanna : _____

Village head: _____



II. Gopanna prepared *Ganji* for the villagers. Write the steps that Gopanna followed to prepare it.



Step I	
Step II	
Step III	

Now write the steps that you take to prepare, '*Payasam*'.

A large, empty rectangular box with a light green background, intended for writing the steps to prepare Payasam. A faint watermark "not to be republished" is visible across the box.





B. Reading

Sing the following song.

We shall Overcome

We shall overcome, we shall overcome.

We shall overcome some day.

Oh, deep in my heart I do believe

That we shall overcome someday.

We'll walk hand in hand,

We'll walk hand in hand,

We'll walk hand in hand, some day.

Oh, deep in my heart I do believe

That we shall overcome some day.

We are not afraid, we are not afraid,

We are not afraid today.

Oh, deep in my heart I do believe

That we shall overcome some day.

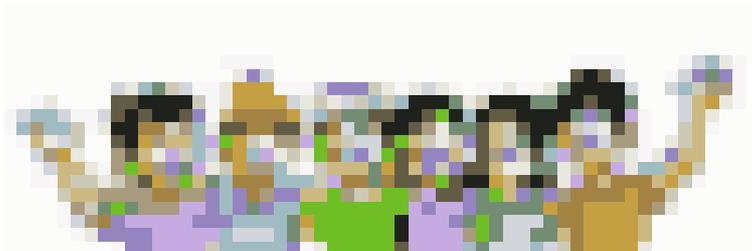
We shall overcome, we shall overcome

We shall overcome some day

Oh, deep in my heart I do believe

That we shall overcome some day.

-Martin Luther King





Comprehension

Answer the following.

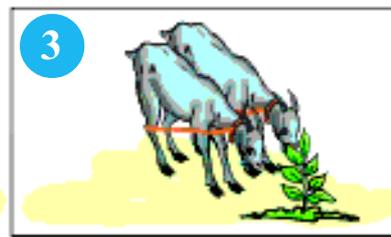
1. What does the poet want to express through the words, 'We shall overcome'?
2. What does the phrase, 'Walk hand in hand' suggest?
3. The poet is: (put tick (✓) the one that you think is correct.)
a. hopeful b. worried c. afraid d. confident e. cheerful



Writing

Look at the following pictures and write the story using the clues given.

goats - rope - tie - eat - leaves - pull - together - one side - other side





C. Reading

The Three Little Rabbits

Scene-1

- Narrator** : Once upon a time, there were three cute little rabbits.
- Rabbit 1** : Mummy, I am big now. I must go and live by myself.
- Rabbit 2** : I too shall go maa!
- Rabbit 3** : Amma! I'll also go.
- Mother Rabbit** : OK! But live together. First, build a beautiful house.
- Rabbit 1** : Goodbye, Mummy.
- Mother Rabbit** : Goodbye, little one.
- Rabbit 2** : Goodbye, Mom.
- Mother Rabbit** : Goodbye, little fellow.
- Rabbit 3** : Goodbye, Amma.
- Mother Rabbit** : Goodbye, take care dear.
- Narrator** : So, the three little rabbits went out. Each one decided to build a separate house. They did not want to live together.



Everyone sings and dances.

I'm off to build a beautiful, new house – a new house now

I'm off to build a beautiful, new house – a new house now

I'm off to build a house

A beautiful, new house now

I'm off to build a beautiful, new house – a new house now

Scene-2

Narrator : The first little rabbit had not gone far when he met a man with a bale of hay.



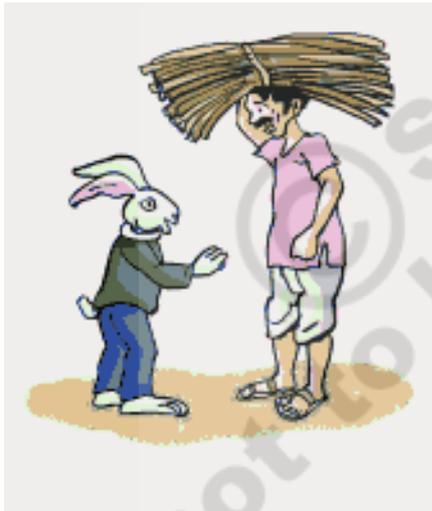
Rabbit 1 : Hello, uncle. Please, give me that hay to build my house.

Man 1 : Here you are, little one.

Rabbit : Thank you uncle. Goodbye.

Man 1 : Goodbye.

Narrator : Then, the first little rabbit built his house of hay.



Narrator : The second little rabbit had not gone far when he met a man carrying a bundle of sticks

Rabbit 2 : Hello, mama. Please, give me those sticks to build my house.

Man 2 : Here you are, little one.

Rabbit 2 : Thank you, mama. Goodbye.

Man 2 : Goodbye.

Narrator : Then, the second little rabbit built his house of sticks.

Narrator : The third little rabbit had not gone far when he met a man with a load of bricks.



Rabbit 3 : Hello, kaka. Please, give me those bricks to build my house.

Man 3 : Here you are, little one.

Rabbit 3 : Thank you, kaka. Goodbye.

Man 3 : Goodbye.

Narrator : Then, the third little rabbit built his house of bricks.

Everyone sings and dances.

I've built a beautiful, new house – a new house just now

I've built a beautiful, new house – a new house just now

I've built a house

A beautiful, new house just now

I've built a beautiful, new house – a new house just now

Scene-3

Narrator : One day the first little rabbit heard a knock at the door. It was the big bad fox.

Fox : Little rabbit, little rabbit, let me come in!

Rabbit 1 : No, no! Not by the hair of my chinny chin chin!

Fox : Then I'll huff and I'll puff, and I'll blow out your house!

Narrator : So the fox huffed and he puffed and he blew the house out.

Narrator : And the first little rabbit ran to his brother's house.



Scene-4

Narrator : The big bad fox went to the second rabbit's house and knocked at the door.



- Fox** : Little rabbit, little rabbit, let me come in!
- Rabbit 2** : No! No! Not by the hair of my chinny chin chin, I'll not let you in!
- Fox** : Then I'll huff and I'll puff, and I'll blow your house out!
- Narrator** : So the fox huffed and he puffed and he blew the house out.
- Narrator** : And the first little rabbit and the second little rabbit ran to their brother's house.

Scene-5

- Narrator** : One day the third little rabbit heard a knock at the door. It was the big bad fox.
- Fox** : Little rabbit, little rabbit, let me come in!
- Rabbit 3** : No! No! Not by the hair of my chinny chin chin, I'll not let you in!
- Fox** : Then I'll huff and I'll puff, and I'll blow your house out!
- Narrator** : So the fox huffed and he puffed and he huffed and he puffed. But he couldn't blow the house out. The three rabbits sat together.
- Rabbit 1** : Brothers, I think the fox has gone.
- Rabbit 2** : No! No! Look, he's coming down the chimney pipe.
- Rabbit 3** : Oh! I've got an idea.
- Narrator** : The three little rabbits together put the water tub on the fire place under the chimney. The third little rabbit made a blazing fire in the fire place.



- Rabbit 1** : Brothers, look the fox is crawling down.
- Rabbit 2** : I can see his body.
- Rabbit 3** : Oh! I can see his head.
- Narrator** : Just as the fox was coming down the chimney, the first little rabbit lifted the lid off the tub of boiling water. The fox fell in the tub and died. And the three little rabbits lived together happily ever after.

Everyone sings and dances.

Ha, ha, ha, ho, ho, ho

We're not afraid of the big, bad fox.

Ha, ha, ha, ho, ho, ho

We're not afraid of the big, bad fox.



Glossary

- huff and puff** (*v*) : breathe out noisily
- blazing** (*adj*) : extremely hot

Enact the play in the class.



Writing

Opinion on the play

Write your opinion on the play in the box given below and present it to the whole class. You can make use of the following points to write your opinion.

- ◆ What did you like about the play.
- ◆ The character you liked the best.
- ◆ Any thing you like to remember.
- ◆ Any thing you don't like.

My opinion on the play



Fun Time

One day two little rabbits went into the forest.

Rabbit 1: What will you do if a tiger suddenly appears before you?

Rabbit 2: I'll run as fast as I can.

Rabbit 1: Don't do that. Just stretch your arms apart and stand like a doll, don't move. It will go away.

Rabbit 2: Who told you that?

Rabbit 1: I have read it in a magazine recently.

Rabbit 2: That's OK, but how do we know that the TIGER too might have read that in the magazine?



Now tell a joke to the whole class.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

* 1.	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) Together We Live			
	b) The Three Little Rabbits			
3.	I talked about the feelings of the villagers.			
4.	I understood and did the exercises in the;			
	a) suffixes			
	b) adjectives			
5.	I sang the song, 'We shall Overcome.'			
6.	I was able to write;			
	a) steps in recipe			
	b) a story			
	c) my opinion of the play			

UNIT 4

A Big Surprise

Look at the picture and answer the following questions.



1. What is the poster about?
2. Who has issued the poster?

Now your teacher will tell you about Lalitha. Listen to him/her carefully and answer the following questions.

1. Why was the father digging the soil?
2. Which seeds the father was going to sow?
3. Why did Lalitha want to sow tomato seeds?



A. Reading



Big Surprise

Lalitha, a ten-year old girl sowed some tomato seeds in the kitchen garden. The seeds grew into little plants after a few days. Lalitha planted them in the middle of the garden. She pulled every weed and never allowed an insect or a worm near her pet plants. When the days were hot, she poured water to the plants at night also. She planted flowers all around her plot to make it beautiful. The flowers also grew and blossomed. But the tomato plants were not so promising except one plant. That plant was a beautiful one. The leaves were green and the tiny green tomatoes began to show. Lalitha and her sister Kavitha, who is fourteen, watered the plants daily. A very large beautiful tomato grew in the plant.



One day, Lalitha's brother said, 'I am going to take my chickens to the district exhibition. I know they will win the first prize.'

Lalitha at once thought of her large tomato and ran to her sister and said, 'Kavitha, do people take tomatoes to exhibitions?' she asked.

'Of course, they do. There is always a prize for the best and biggest one grown around here. Why don't you take your big tomato?'

'Oh, could I?' Lalitha jumped and clapped.

'Why not?' Kavitha said, 'Father says it is the finest tomato he has ever seen. You can take it to the exhibition. Don't tell anyone, you can surprise mother and father. When judges announce the first prize to Miss Lalitha, they will be surprised. The judge will also give you a blue ribbon.'

'Yes, yes,' cried Lalitha.

Kavitha wrote a card and showed it to Lalitha. It read 'Tomato raised by Lalitha, aged eight.'

'I hope they won't think the tomato is ten years old,' Lalitha laughed.

'We will pick the tomato after father, mother and brother have gone to the exhibition. We'll carry it in a pretty basket. We can go alone in the bus,' Kavitha said. They went to the garden to pick the tomato and were shocked.

- ◆ Why was Lalitha happy?
- ◆ What happened in the garden?
- ◆ Why were Kavitha and her sister shocked?

The large beautiful tomato was missing.

'Oh! Someone has stolen my beautiful tomato!' cried Lalitha,

Kavitha and Lalitha were not happy. Lalitha was weeping all the way to the exhibition grounds. The girls went first to the hall to see the pets, and then to the vegetable display. They could not believe their eyes, among other tomatoes was Lalitha's big beauty. 'Look, Kavitha, that's my tomato!' she cried.

The girls found places near their parents. The judges began to award prizes. Coming to tomatoes, one judge picked Lalitha's tomato and said, 'This big beauty wins the first prize. It was raised by Miss Lalitha aged ten. Will Miss Lalitha step forward?'

There were claps as Lalitha received her blue ribbon. She said, 'Thank you.' Then she came to her father and said, 'Father, how did my tomato get here?'

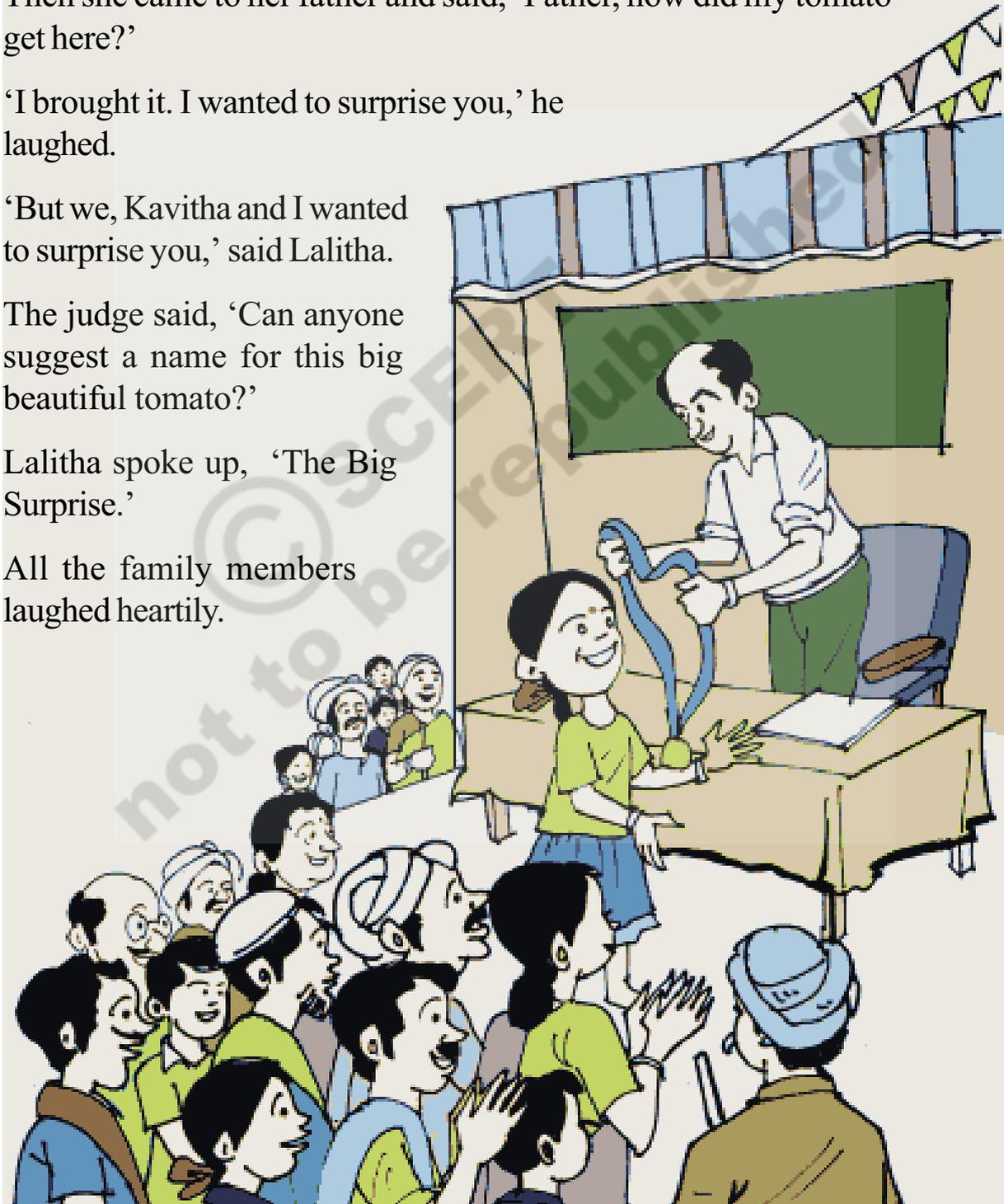
'I brought it. I wanted to surprise you,' he laughed.

'But we, Kavitha and I wanted to surprise you,' said Lalitha.

The judge said, 'Can anyone suggest a name for this big beautiful tomato?'

Lalitha spoke up, 'The Big Surprise.'

All the family members laughed heartily.





Glossary

grow (<i>v</i>)	:	increase in size or amount
weed (<i>n</i>)	:	a plant which disturbs the growth of cultivated plants
insect (<i>n</i>)	:	a creature with six legs and a segmented body
worm (<i>n</i>)	:	an animal with a long, soft body without a back bone or limbs
pour (<i>v</i>)	:	flow or cause to flow
blossomed (<i>v</i>)	:	produced flowers
tiny (<i>adj</i>)	:	very small
at once (<i>adv.phr</i>)	:	immediately
raised (<i>v</i>)	:	lifted or moved upwards or into an upright position
pretty (<i>adj</i>)	:	attractive in a delicate way
weeping (<i>v</i>)	:	shedding tears
display (<i>n</i>)	:	show



Comprehension

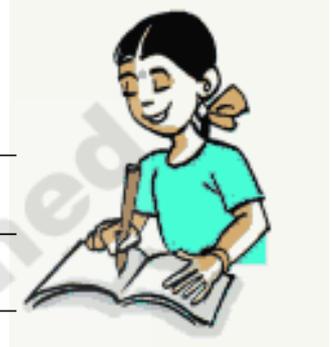
I. Answer the following questions.

1. Why did Lalitha pull the weeds around her tomato plants?
2. Why do plants need more water in summer?
3. How did Lalitha and Kavitha want to surprise their parents?
4. Why couldn't Lalitha and Kavitha believe their eyes?

5. Why did Lalitha suggest the name, 'The Big Surprise,' for her big tomato?
6. What food items can we prepare with tomatoes? List them.

II. Pick out the main actions of the story. The first action and the last action are given below. Write the actions in the space provided.

Lalitha sowed tomato seeds in the kitchen garden.



Lalitha received her blue ribbon from the judge.

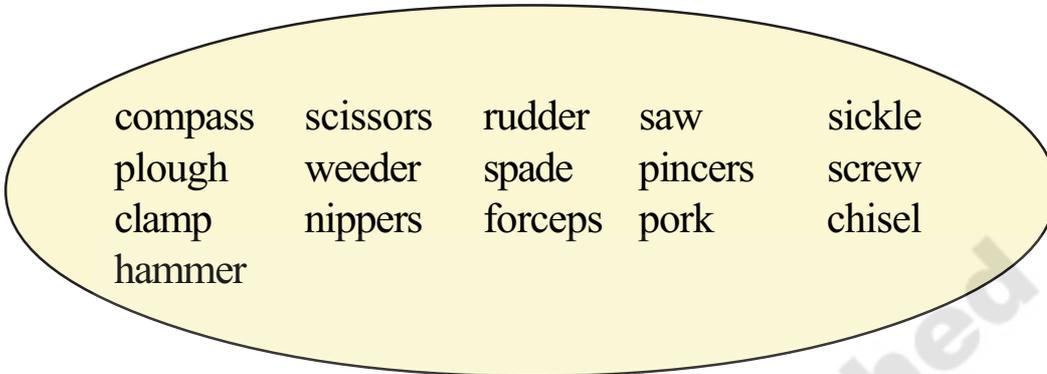


Vocabulary

I. There are five names of fruits and vegetables each in the word maze given below. Find and circle their names. One is done for you.

a	i	k	b	e	a	n	s
p	o	t	a	t	o	a	r
p	r	o	n	k	d	p	a
l	a	m	a	n	g	o	d
e	n	a	n	l	u	s	i
m	g	t	a	g	a	k	s
n	e	o	c	m	v	t	h
b	r	i	n	j	a	l	f

II. Lalitha's father is a farmer. One day he goes to the fields with some tools. Pick out those tools with the help of clues given below and write them next to the clues. One is done for you.



1. A tool with a short hand and curved blade -
2. A tool to remove weeds in a field -
3. An iron tool with flattened end used as a lever -
4. A tool with a broad metal blade on a long handle -
5. A large implement for turning over and cutting furrows in soil -

III. Lalitha saw some pulses and vegetables at the exhibition. The names of some pulses end with 'gram' and the names of vegetables end with 'gourd'. Write them under the correct heading.

green, bitter, bengal, angular, red, horse, snake, black, bottle

Pulses (-gram)	Vegetables (-gourd)
1	
2	
3	
4	
5	



Grammar

I. Read the following sentences.

1. 'Someone has stolen my beautiful tomato!'
2. 'I am going to take my chickens to the district exhibition.'
3. 'Why don't you take your big tomato to the exhibition?'
4. 'How did my tomato get here?'

The words **has**, **am**, **do**, **did** in these sentences are not main verbs. They support the main verbs (stolen, going, take and get) that follow them. These are called helping verbs or auxiliary verbs. The auxiliary verb, 'do' and its other forms (does, did and done) appear only in questions and negative sentences. But sometimes the words like 'do,' 'be (is, am, are, was, were)' may appear in sentences as main verbs as well.

Examples: You are lazy.

Rajesh is a boy.

I did it.

She does something wrong.

Radha has done her work.

I am a singer.

They were waiting for the bus.

Read the following sentences and underline auxiliaries.

1. I am working as a teacher.
2. He is a player. He is playing cricket.
3. Aruna is a doctor. She is wearing a white coat.
4. Raju is a writer. He is writing a story.
5. Raghu was doing his homework, when his father came.
6. We were writing our exam at 2 p.m. yesterday.
7. It has rained in the morning.
8. I have completed my breakfast.

Complete the following sentences using the choices given below.

1. The exhibition _____ packed with audience. (am/ is/ are)
2. I _____ suffering from fever. (is/ am/ are)
3. The cattle _____ grazing in the field. (am/ is/ are)
4. We _____ watching TV at 9 p.m. (are/ was/ is)
5. The trees _____ created a beautiful scene. (has/ have/ are)



Writing

I. Lalitha wrote a letter to her friend, Usha, about how she got a blue ribbon. Read the letter.

31.08.2013

Hi Usha,

I was really surprised the other day when I went to the agri-based exhibition at our place. I was called to get the best prize for growing a tomato. You know my tomato was judged without my knowledge. I learnt later that my father had taken my tomato to the exhibition.

How are the things at home? Convey my regards to uncle and aunt.

With love,
Lalli.

Imagine you are Usha. Write a letter to Lalitha asking her to tell you the secret of growing a prize-worthy tomato.

II. Lalitha wanted to grow tomato plants. Her father helped her to grow the plants. Write a conversation that may have taken place between them and role-play it.



Lalitha : I want to grow vegetables.
 Father : _____
 Lalitha : _____
 Father : _____
 Lalitha : _____
 Father : You can sow them in a corner of our kitchen garden.
 Lalitha : _____
 Father : I'll also help you in growing the plants.

III. Look at the posters given below and complete the table.



1



2

Sl. No	Item	Poster 1	Poster 2
1	Purpose		
2	Venue		
3	Time and date		
4	Products		
5	Other features		
6	Organised by		
7	Others if any		

Now work in groups. Prepare a poster on 'Environment Day Celebrations in your school.' Be sure the poster has all the necessary information like the one above.



B. Reading



Recite the following poem.

Five Friendly Farmers

Five friendly farmers
wake up with the sun.
For it is early morning
and the chores must be done.



The first friendly farmer
goes to milk the cow.
The second friendly farmer
thought he'd better plough.



The third friendly farmer
feeds the hungry hens.
The fourth friendly farmer
puts the piggies in their pens.

The fifth friendly farmer
picks the ripe corn.
And waves to the neighbour
when he blows his horn.

When the work is finished
and the evening sky is red,
five tired farmers
tumble into bed!





Glossary

- chore (*n*) : the work we do regularly
- plow (plough) (*v*) : dig the earth with a large tool with blades
- pen (*n*) : a place where pigs are kept
- ripe (*adj*) : ready to be eaten



Comprehension

Answer the following.

1. Which line of the poem says that we should do something daily even though we may not like it?
2. Here is a list of some activities. Tick (✓) the ones that only farmers do. Can you add few more activities that farmers do.

- milk the cow
- feed the buffaloes
- make pots
- feed the hens and cocks
- make wooden items
- put the cows in their shed
- making dung cakes



3. The word **tumble** here means;

- a. sleep b. lie
- c. drop d. fall quickly without control



C. Reading

Our School Garden

It's a primary school. Mrs. Malathi is in class V.

It's cloudy. Suddenly the students hear a thunder.

After a few minutes it starts raining.

Some children ran to the window.

Some of them ran to the door.

Children stretched their hands into the rain.

Water drops tickled their hands.

Wow! How nice it is! It was the first rain of the season.

'Smell the earth. It's nice,' someone said.

Mrs. Malathi : Children! Here is an announcement for you.

Children : An announcement! What is it teacher?

Mrs. Malathi : Well...we are going to grow vegetables in our school garden.

Meena : Good idea, teacher! But how do we get seeds?



Rajesh : I'll ask my father to bring some seeds.

John : Which seeds can you bring?

Rajesh : Many of them, 'brinjal, bottle gourd, tomatoes, chillies, spinach, coriander, mint and many other leafy vegetables'.

John : Great! You have a rich garden, don't you?

Ragamai : Why don't we grow flower plants?

Mrs. Malathi : Why not? We'll grow some flower plants too.

Children : We all can bring seeds and plants.

Mrs. Malathi : That's nice, we'll have a big garden here with vegetable and flower plants.

Meena : I think we need a leader, a garden leader.

John : Why? It'll be everybody's garden.

Children : But we must do many things.

Mrs. Malathi : First, we should level the ground.

Children : Yes we should. We need tools, don't we?

Mrs. Malathi : Yes, we'll get tools for you.

Rajesh : We'll make fences.

Mrs. Malathi : Each student must adopt a plant and he / she should take care of it.

Children : Sure, teacher.



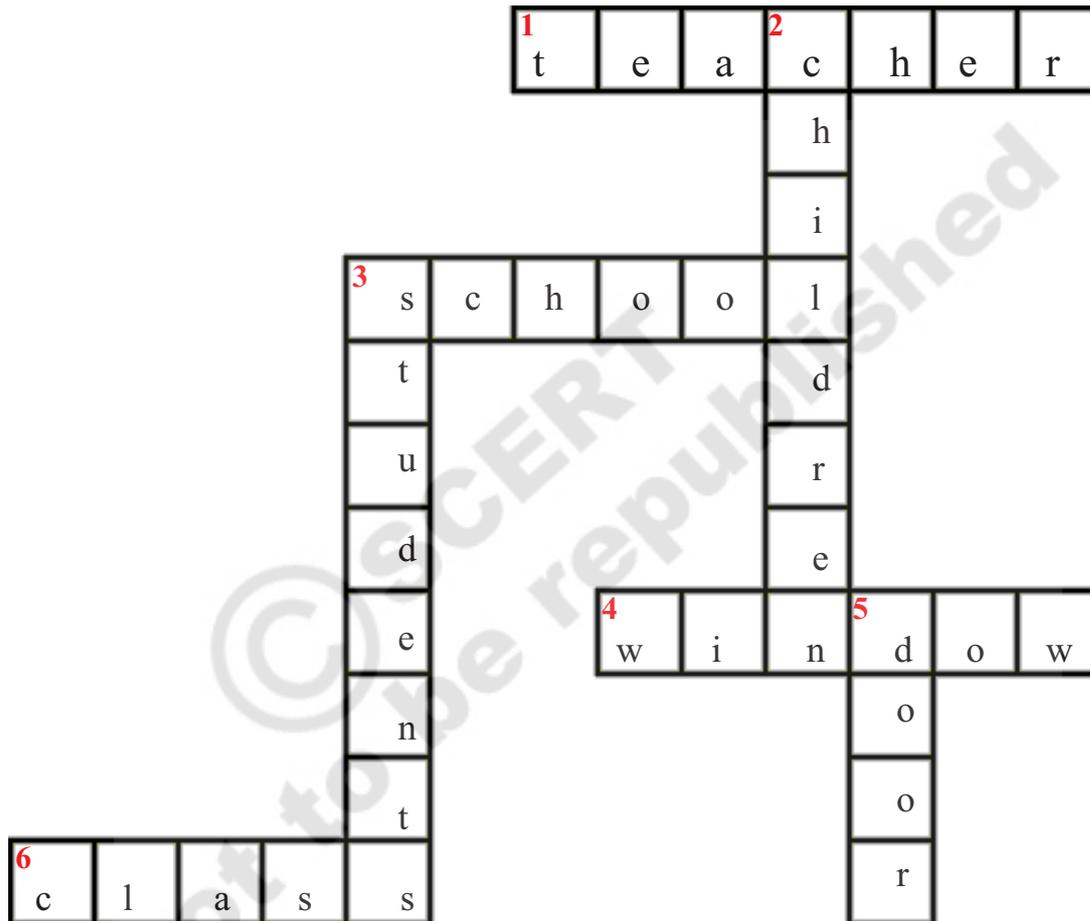
Comprehension

I. Answer the following questions.

1. What is the announcement about?
2. Why did the children say they did not require a garden leader?
3. Why did the teacher say that children must adopt plants?

II. Group work.

One day Rajesh developed the following grid. But he forgot to write the clues for it. Sit in groups and write appropriate clues for the words given in the grid. One is done for you.



Clues

Across →

Down ↓

1.	The person who teaches lessons to a class or pupils	2.	
3.		3.	
4.		5.	
6.			

Fun Time

One day Rajesh came to class late.

Mrs. Malathi : Why are you late, Rajesh?

Rajesh : Because of a sign down the road.

Mrs. Malathi : What does a sign have to do with your being late?

Rajesh : The sign said, 'School Ahead. Go Slow.'



Now tell a joke to your friends

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

* 1.	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) A Big Surprise			
	b) Our School Garden			
3.	I talked about characters.			
4.	I completed word maze			
5.	I understood and did the exercises in auxillary verbs.			
6.	I understood and recited the poem, 'Five Friendly Farmers' .			
7.	I was able to write;			
	a) a Poster			
	b) a conversation			
	c) clues for the words given in the grid			

UNIT 5

The Food We Eat

Look at the picture and answer the following questions.



1. Guess what the children may be talking about?
2. What does 'A sound mind in a sound body' mean?

Now your teacher will tell you about Dr. Aruna. Listen to him/her carefully and answer the following questions.

1. Do Dr. Aruna's children share her views on good food? Yes/ No? Give one reason.
2. Do you ever have any school programme on 'Good health'? If so, name the programme.
3. Do you have any special programmes in your school? Speak about any one of the programmes you have attended.



A. Reading

The Food We Eat

‘Food is vital for our survival. From the time that we are babies, we need food, and we need good food to grow strong. Good food has many qualities. Can you tell me what they are?’ asked Dr. Aruna.

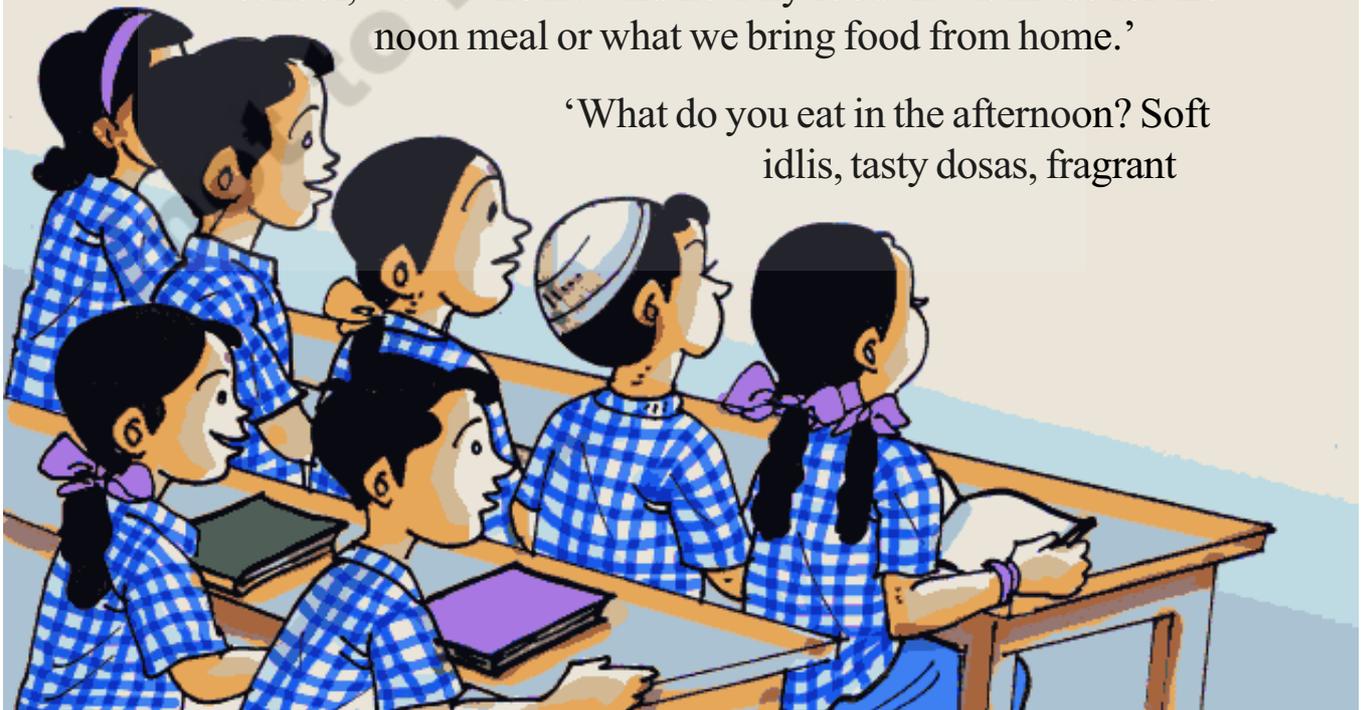
Some children answered, ‘It is natural.’ Other said, ‘It is nutritious.’

‘Good,’ said Dr. Aruna. ‘Good food is well-balanced to give your body all that it needs. Today, when there are so many different kinds of food to eat, it is also important to remember that all of them may not be healthy for us. Do we choose to eat food for its taste alone, or do we choose to eat food that helps us to be alert and have energy?’

Dr. Aruna continues, ‘Good food is truly tasty’ because it has the flavour of the things that go into preparing it. What do you like to eat? Can you say whether some of the things that you like to eat are healthy or unhealthy?’

‘We buy most of the things we eat from the market or ration shop. In school, we eat the hot and healthy food that is made for the noon meal or what we bring food from home.’

‘What do you eat in the afternoon? Soft idlis, tasty dosas, fragrant



sambar-rice, spicy biriyani, eggs, fruit. How good they sound! They are both mouth-watering and healthy. But we don't always eat healthy food,' she said.

'Unhealthy food is sometimes called 'junk' food,' continued Dr. Aruna, 'Doctors say that such food has lots of sugar, salt or additives and preservatives but very little that actually helps you to grow.' She gave them the names of a few common additives.

'What makes us feel the need to eat food that is unhealthy? One reason for this is hidden in the time that we watch television. How much time do you spend watching TV?' She asked. 'Three hours?' Many hands went up. 'What programmes do you watch?' She enquired. The children named a few. 'How often do you see advertisements in these programmes?' She asked. They did not know. She then told them a scary fact.

'What do you see in the advertisements for food? How often do you watch television, and pester your mother to buy what you see there? Most chocolates, chips, soft drinks, cakes and biscuits may not be very healthy to eat. But the advertisements look very good.'



‘There are advertisements that tell you that you will become a ‘super hero’ if you have a particular drink. Some may show you your favourite film star or sports hero, who is very happy having a soft drink. Though we all know that soft drinks are bad for health, we feel like having them. What would you like to do?’ asked Dr. Aruna and ended her speech. The children clapped loudly.

Before she left, she gave them some suggestions:

‘Find out what goes into the food you eat. Ask where the food you eat comes from. Think and reflect upon why you want to eat certain kinds of food, even when you know they are not good for you. Why does a packet of old chips stored in a shop for a long time, in a colourful packet seem better than the fresh chips that mother or granny makes?’

All children were silent. They were thinking, how many times they laughed at their friends for being ‘old fashioned’ in their food habits.



Glossary

vital (<i>adj</i>)	:	necessary
survival (<i>n</i>)	:	the state of continuing to live or exist
nutritious (<i>adj</i>)	:	containing many of the substances which help the body to grow
fragrant (<i>adj</i>)	:	sweet smelling
mouth watering (<i>adj</i>)	:	tempting to eat
junk food (<i>n. ph</i>)	:	unhealthy food
scary (<i>adj</i>)	:	frightening
pester (<i>v</i>)	:	trouble
additive (<i>n</i>)	:	things added to improve or preserve a food item
preservative (<i>n</i>)	:	something used to prevent food from going bad



Comprehension

I. Answer the following questions.

1. 'Good food has many qualities.' Can you say what they are? List them.
2. Why do you want to eat certain kinds of food, even when you know they are not good for you?
3. What is junk food? What does Dr. Aruna say about junk food?
4. Why did children become silent after listening to Dr. Aruna's speech?
5. Would you stop eating junk food after reading this lesson? If no, why?

II. Read the expressions and put a tick (✓) against the person who spoke.

Sl.No	Expressions	Children	Dr.Aruna
1.	'Food is vital for our survival'		
2.	'How much time do you spend watching television?'		
3.	'It's natural.'		
4.	'Unhealthy food is sometimes called "junk" food.'		
5.	'It's nutritious.'		

III. Work in groups and think of the points in favour of and against the following and write them on a chart.

'Homemade food is better than junk food.'

Now one member from each group will make presentation before the entire class.





Vocabulary

I. Look at various food items given in the box.

milk	cool drinks	pizza
samosa	ice cream	chips
fruits	raagi malt	chapati
cakes	sprouts	eggs
salads	noodles	millet

Pick out the items that come under junk food. Write them in the box and give reasons why it is junk.

Sl.No	Name of the junk food	Reasons



II. Read the paragraph and complete it using the words from the box.

delicious junk flavour fragrance
mouthwatering fortunately often interesting

A DAY AT FOOD FESTIVAL

I _____ watch advertisements on television. _____ I saw an _____ advertisement about food festival in Hyderabad. So, last Sunday I visited it with my friends. There were various _____ food items in the stalls. The _____ of noodles, _____ biryani tempted me, but remembering Dr. Aruna's words to avoid _____ food, I left the food stalls with a heavy heart and returned home. To my surprise, I found many _____ dishes on the dining table.

I enjoyed eating _____ food prepared by my mom and went to bed happily.



III. Read the sentences about Mrs. TOO FAT, and replace the underlined words with suitable words from the box.

pain calm, scared, excited, tasty,

Mrs. TOO FAT was so happy/ [] when she got a call from her friend to attend the party. She went there and had a delicious/ [] dinner. After having dinner she returned home. On way home she had a severe stomach ache/ [] and was afraid/ [] of it. Then she visited the doctor. He examined and advised her to avoid ice cream, chocolate and cakes. After listening to the doctor's words she became quiet/ [].

IV. Read the following words given under A and find their opposites from the talk and write them under B. One is done for you.

A	B
healthy	unhealthy
weak	
general	
bad	
dislike	
rare	
softly	
artificial	
forget	

Now make sentences using the pair of words under A and B. The first one is done for you.

Example: healthy X unhealthy

Fruits are healthy to eat, but junk food is unhealthy to eat.

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

V. Read the following sentences.

1. Dr. Aruna came and began her talk.
2. How much time do you spend watching TV?

In the above sentences

Dr represents Doctor.

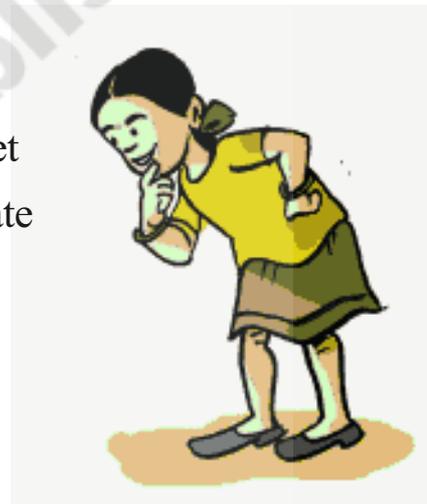
TV represents Television.

As you can see **Dr** and **TV** are short forms of Doctor and Television.

These short forms are called **abbreviations**.

Read the following abbreviations given in column A and match them with the full forms in column B.

A		B
1. TC	()	a) mister
2. HM	()	b) leg before wicket
3. lbw	()	c) transfer certificate
4. Mr.	()	d) serial number
5. Sl.No	()	e) headmaster



Grammar

I. Read the following sentence.

‘Good food is truly tasty because it has the flavour of the things that go into preparing it.’

There are two sentences in it.

1. Good food is truly tasty.
2. It has the flavour of the things that go into preparing it.

Look, these two sentences are combined with the word connector **because**.

Complete the following sentences.

1. Eat homemade food because _____.
2. We cannot go out to play because _____.
3. Rohit cannot come to school today _____.
4. Akhil _____ because he is late for school.
5. I am happy because _____.

II. Now read the following sentence.

Though we all know that soft drinks are bad for health, we feel like having them.

In the above sentence ‘**though**’ is used as a connector to combine these two sentences.

- a. We all know that soft drinks are bad for health.
- b. We feel like having them.



Here ‘**though**’ is used to express ‘in spite of’.

Now complete/ combine the following sentences. The first one has been done for you.

1. Though Priya answered the questions, _____.
Though Priya answered the questions well, she did not get good marks.
2. Though Ravi woke up early, _____.
3. Though Ramya is hurt, _____.
4. Our team played well. We lost the match.

5. Raja is rich. Raja is miser. _____



Writing

Look at the following advertisement given in the newspaper.

DECCAN SOCIETY, HYDERABAD
invites you
to participate in the competition
Preparation of food items from
millets

First Prize: Rs.10,000
Second prize: Rs. 5,000
Third prize: Rs.2,000

Venue: The Public Garden,
Nampalli, Hyderabad.

Date: 25th November Time: 10 a.m. to 3 p.m.
Contact: 9642303303

Now answer the following questions.

1. Who is organizing the event?
2. What is the theme of the event?
3. Where and when will it be held?



Your school wants to organize a mandal level quiz competition on the occasion of Children's Day. Prepare an advertisement with complete details such as the venue, date, conditions, time, prizes and registration.

Blank area for writing the advertisement.



B. Reading

Recite the following poem.

Junk Food- Junk Food – Go Away...

Junk food, Junk food
Go away, Go away
Junk food, Junk food
Be never seen in my tray.

Junk food, Junk food
You are so unhealthy
Junk food, Junk food
I wanna stay healthy.

Junk food, Junk food
You will make me fat
Junk food, Junk food
I don't wanna be a rat.

Junk food, Junk food
You will make me sick
Junk food, Junk food
You are not my pick

Junk food, Junk food
You are not for me
Junk food, Junk food
I hate thee.....



-Vikas



Glossary

- wanna (v) : want to
thee (*pronoun*) : you



Comprehension

Answer the following questions.

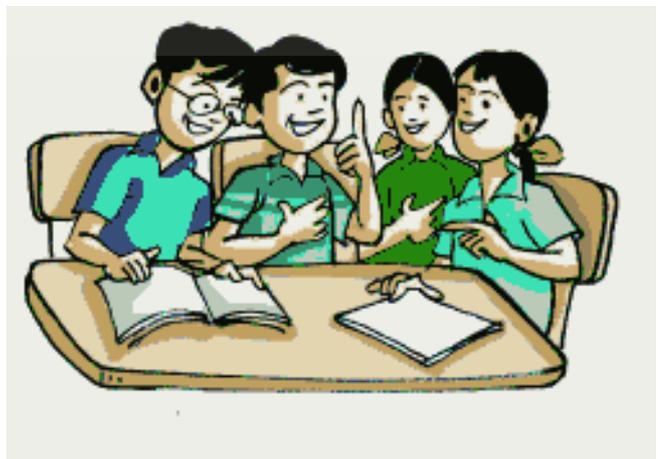
1. How old do you think the speaker is?
2. Pick out the lines that express the speaker's rejection of the junk food?
3. 'I don't wanna be a rat.' What does this sentence mean?
4. Do people always eat junk food out of their choice or do they have to eat it as there is no other choice?



Writing

Group Work.

- Work in groups.
- Share your ideas about junk food with your friends in your group.'
- Add lines to the poem, 'Junk Food- Junk Food- Go Away.'
- Write the lines on a chart and display it.
- Present your version to the whole class.





C. Reading

The Colourful Sweets



Once King Krishna Deva Raya ordered that the kingdom of Vijayanagar would have a food festival. The city was cleaned up. Lights were put up on buildings and street poles. Flowers adorned the palace and house gates. Throughout the capital, people were in a festive mood.

King Krishna Deva Raya announced, 'To celebrate the food festival, the sweet shops must sell colourful sweets. They should be attractive to look at and good to eat.'

After the announcement, the sweet shop owners also got busy in making colourful sweets.

For some days, Tenali Rama Krishna was not seen in the royal court. The king sent guards to search for him and bring him to the court, but they could not find him. They went to the court and reported this to the king. The King grew worried and asked the guards to search more carefully. After some days, the guards found Tenali Rama Krishna. They went and informed the king.



‘Your Majesty, we have found Tenali Rama Krishna. He has opened a shop of colour dyes and spends the whole day dyeing people’s clothes. When we asked him to accompany us, he refused to come with us.’

At this the king got very angry. He said to the guards, ‘I order you to bring Tenali Rama Krishna here as soon as possible. If he does not come with you, bring him forcefully.’



So the guards obeyed the king’s order and fetched Tenali Rama Krishna forcefully.

Thus he was brought to the royal court. The king enquired, ‘Tenali Rama Krishna, why did you refuse to come and see me? And what has made you open this colour dye shop? You have a good position in the royal court which takes care of all your needs.’



Tenali Rama Krishna said, ‘Your Majesty, I wanted to dye my clothes for the food festival. I wanted to complete the dyeing quickly before all the dyes were used up.’

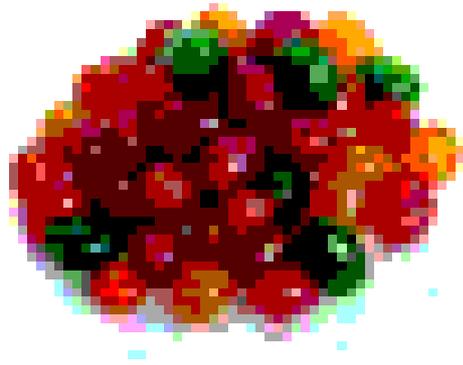
‘Why do you think that all the colour dyes would be used up? Is everyone dyeing their clothes?’

‘No, your Majesty. Actually, after your orders for preparing colourful sweets, the sweet shop owners are busy buying the colour dyes for dyeing sweets.’

If they buy all the dyes, how can I dye my clothes? So I decided to set up a shop, so that I would have all the dyes I need.'

At this the king realized his mistake. He said, 'So you are trying to tell me that using my orders as an excuse, the sweet shop owners are using cheap, harmful dyes in their sweets. They know that they must use the permitted food colours only. I hereby take back the orders for colourful sweets. Those sweets shop owners who have used harmful chemical dyes in sweets will be severely punished.'

Thus once again Tenali Rama Krishna saved the lives of people of Vijayanagar through an intelligent plan.



Glossary

- adorned (*v*) : made more attractive
festive (*adj*) : of a festival
majesty (*n*) : a title given to a king
dye (*n*) : a substance used to colour
intelligent (*adj*): having a high level of intelligence/ brilliant



Comprehension

Answer the following questions.

1. Why were the people of Vijayanagar in a festive mood?
2. What were the arrangements made in the kingdom to celebrate the occasion?





3. When all the sweet shop owners were busy making colourful sweets, what was Tenali Rama Krishna doing?
4. Why did Tenali Rama Krishna decide to set up a shop for dyeing clothes?
5. 'The king realized...' what did the king realize and what decision did he take?



Writing

Read the story again. There is a conversation between King Krishna Deva Raya and Tenali Rama Krishna. Complete the conversation and role-play it.

Krishna Deva Raya : Rama Krishna, why did you refuse to come and see me?

Tenali Rama Krishna : Your Majesty, _____

Krishna Deva Raya : _____

Tenali Rama Krishna : _____

Krishna Deva Raya : _____

Tenali Rama

Krishna: _____

Krishna Deva Raya: Good, Rama Krishna, you saved the lives of the people of Vijayanagar.





Project Work

Dr. Aruna said, ‘Junk food has a lot of sugar, salt, or additives and preservatives.’

Consult an encyclopaedia/book/article on healthy food and make a list of things/processes that make a food ‘junk’.

Present your version to the whole class and discuss it with your friends.



How well did I understand this unit?

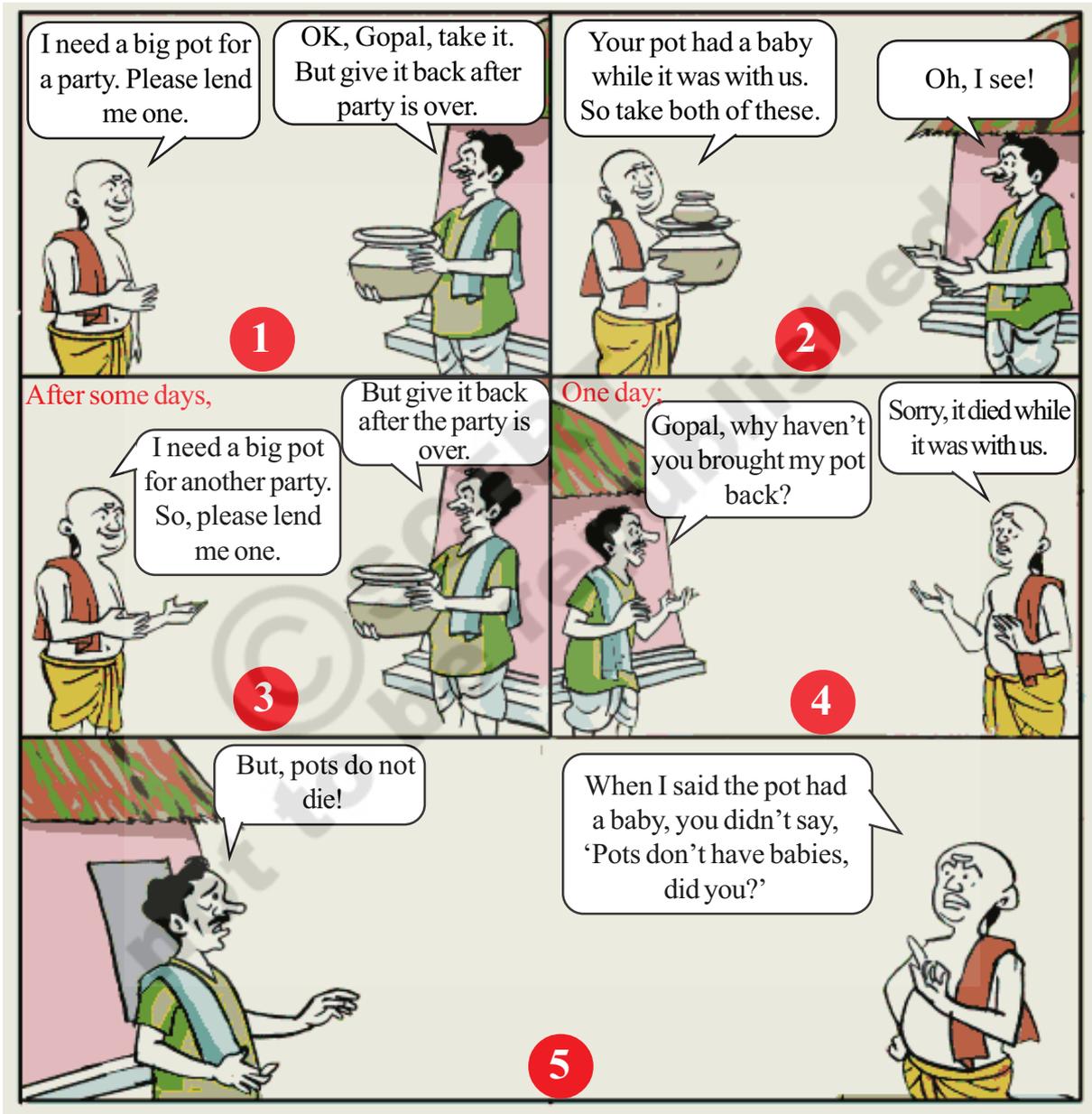
Read and tick (✓) in the appropriate box.

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) The Fodd We Eat			
	b) The Colourful Sweets			
3.	I talked about junkfood.			
4.	I understood and did the exercises in using			
	a) ‘because’ as connector			
	b) ‘though’ as connector			
5.	I understood and recited the poem, ‘Junk Food-Junk Food-Go away’ .			
6.	I was able to write;			
	a) an advertisement.			
	b) a conversation			

UNIT
6

The Witty Nasruddin

Read the following story and answer the following questions.



1. Why did Gopal give small pot to his neighbour?
2. What would you do if you were in the palce of Gopal's neighbour?

Now your teacher will tell you about Nasruddin and his humorous jokes. Listen carefully and answer the following question.

Which of these jokes do you like the most? Why?



A. Reading

The Witty Nasruddin

A poor traveller was walking through the streets of Ak-Shehir. He had a little to eat for two days. He had spent his last penny, and all that remained in his pockets was a piece of dry bread.

As he passed by an eating-house, he saw several people sitting round the fire, eating and drinking. On the fire there was a large cooking-pot, full of meat-balls giving off a lovely smell. You can be sure that this smell made the hungry man's mouth water!

The owner of the eating-house stood there, serving his customers. He asked the traveller if he wanted to buy some meat-balls, but the poor man turned away. 'A man without money never buys anything,' he said.



Yet the traveller still walked to and fro, enjoying the smell. He took the piece of dry bread out of his pocket and held it over the pot. After a minute or two, he slowly ate the bread and he tried to imagine that it tasted better when he had the smell of meat-balls in his nose. The eating-house keeper got angry when he saw the man doing this.

He took hold of his arm roughly and hurried him round that corner to the magistrate's court. Now it happened that Nasruddin, the 'Hodja' was acting as magistrate that day. When he asked what was the matter, the eating-house keeper said to him, 'This man came into my eating-house without any money and helped himself with the smell of the meat-balls which were cooking in the pot. He must be forced to pay me.'

The Hodja took two pennies from his pocket put them between his hands and shook them together backwards and forwards, against the eating-house keeper's right ear.

'Can you hear anything?' he asked the man.

'Yes sir, I can,' the eating-house keeper replied.

'Now, can you still hear something?' the Hodja asked, as he shook the two pennies together against the man's left ear.

'Yes, sir, I can still hear the pennies shaking together, but why are you doing this?'

The Hodja put the pennies back in his pocket and answered. 'Surely the sound of money is a fair payment for the smell of food. You have therefore been paid twice, and that is more than enough. Let this poor traveller continue his journey.'





Glossary

traveller (<i>n</i>)	:	a person who travels a lot
customer (<i>n</i>)	:	a person who buys goods
magistrate (<i>n</i>)	:	judge in a law court
pennies (<i>n</i>)	:	coins
journey (<i>n</i>)	:	an act of travelling



Comprehension

I. Answer the following questions.

1. Which expression shows that the traveller was fascinated by the smell of the food?
2. How did the traveller satisfy his hunger?
3. How did Nasruddin help the poor traveller?
4. What did the eating-house keeper ask the traveller to do?
5. Do you think the eating-house keeper's demand was right? Why?
6. If you were in the position of the traveller, how would you respond to the demand of the eating-house keeper?

II. Arrange the following sentences taken from the story in the correct sequence.

- ◆ The owner of the eating-house stood there serving his customers.
- ◆ He was forced to pay the pennies.
- ◆ The traveller still walked to and fro enjoying the smell.
- ◆ 'The sound of money is a fair payment for the smell of food,' said the Hodja.
- ◆ A poor traveller was walking through the streets of Ak-Shehir.
- ◆ Hodja shook the two pennies together against the man's left ear.



III. Tick(✓) the right option that will complete each of the following sentences.

1. The traveller did not buy the meat balls because _____.
a) he was poor b) he did not like them c) they were not tasty
2. The owner of the eating house stood there to _____.
a) serve the customers b) drive away the poor man
c) collect the money
3. The traveller walked to and fro to _____.
a) eat the meat balls b) enjoy the smell c) ask for the meat balls
4. The fair payment for the smell of the food is _____.
a) two pennies b) sound of the pennies c) look of the pennies
5. What had remained in the traveller's pocket was _____.
a) a penny b) a piece of bread c) a piece of meat



Vocabulary

I. Read the following sentence.

The Hodja took two pennies to give to the eating house keeper.

Look at the underlined words, 'two' and 'to'. They are pronounced in the same way. But they are different in spelling and meaning. Such words are called **Homophones**.

Pick out from the story the words that sound like the words given in the box and write them against each word.

here	hear
meet	
bred	
year	
alm	

peace	
four	
write	
eight	

Now use these pairs of homophones in the same sentence. One is done for you.

1	If you sit here and you can hear me.
2	
3	
4	
5	
6	
7	
8	
9	

II. Look at the following sentences.

1. The oil is in the bottle.
2. Please oil the lamp.

In the first sentence the word 'oil' is used as noun. In the second sentence the same word, is used as a verb. It means to put oil in to something.

Now make use of a dictionary and write two sentences for each word using it as a noun and as a verb.

1.	paste (n)
	paste (v)
2.	group (n)
	group (v)
3.	right (n)
	right(v)
4.	acting (n)
	acting (v)
5.	pocket (n)
	pocket (v)



Grammar

Read the following sentence.

After a minute or two, he slowly ate the bread and he tried to imagine that it tasted better when he had the smell of meat-balls in his nose.

As you can see, '**better**' here is used as an adverb to say how the traveller imagined the taste of the bread. The other forms of adverb, '**better**' are used in the following sentences.

1. The meat rolls taste good.
2. The meat balls taste the best.

Here are a few more examples of degrees of adverbs.

He runs **faster** than his friend.

She ran the **fastest** of all.

The child ran **fast**.

Similarly, we can say

I live **close** to the school.

My friend lives **closer** to the school.

The principal lives the **closest** to the school.

**Make sentences using the words given below in the space provided.
One is done for you.**

Verb	jump	work	read	knock	run	weep
Adverb	high	hard	slow	heavy	fast	loud

1. Rahul jumps the **highest**.
Meena jumps **higher** than Rani.
Kamala jumps **high**.



B. Reading

Recite the following poem.

There Was an Old Woman

There was an old woman who swallowed a fly;
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.

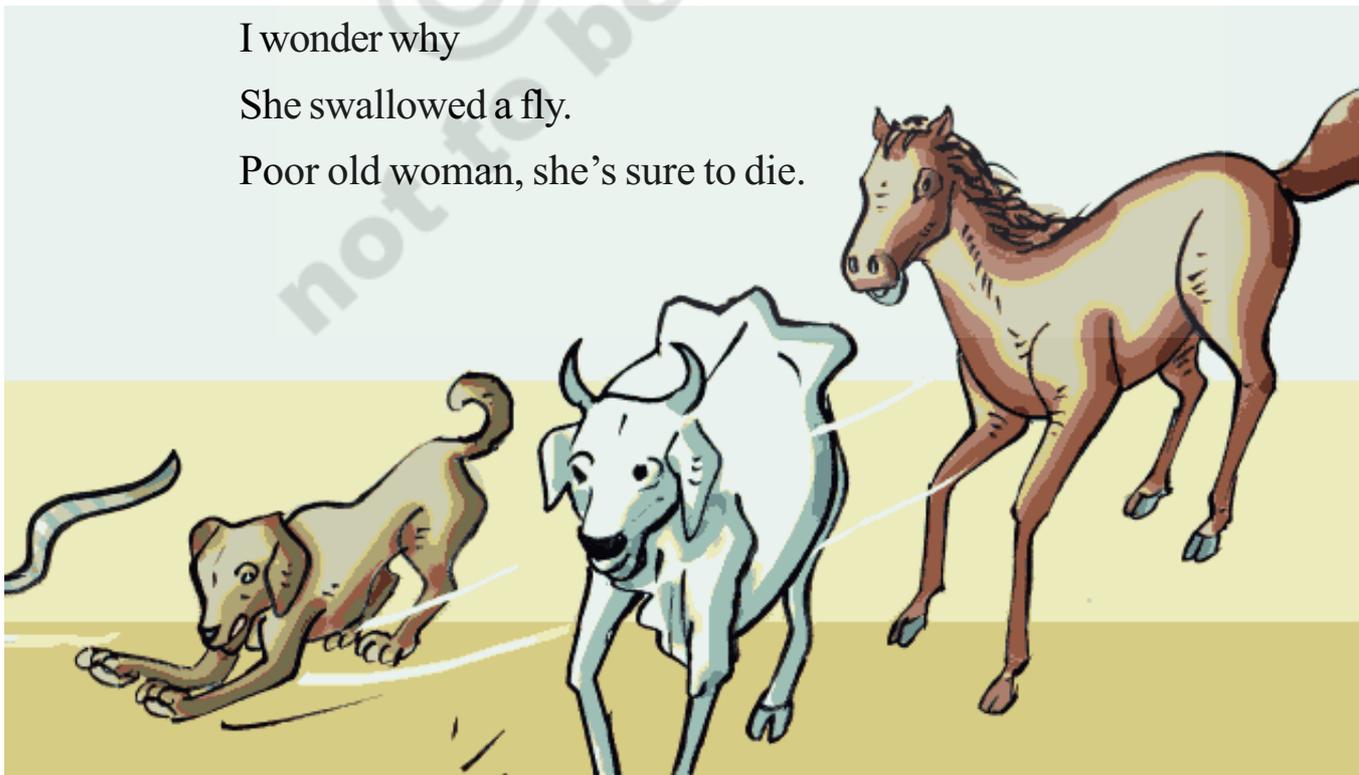
There was an old woman who swallowed a spider;
That wriggled and jiggled and tickled inside her;
She swallowed the spider to catch the fly,
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.

There was an old woman who swallowed a bird;



How absurd
To swallow a bird.
She swallowed a bird to catch the spider,
That wriggled and jiggled and tickled inside her;
She swallowed the spider to catch the fly,
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.

There was an old woman who swallowed a cat;
Fancy that!
She swallowed a cat;
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
That wriggled and jiggled and tickled inside her;
She swallowed the spider to catch the fly,
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.



There was an old woman who swallowed a dog;
She went the whole hog
And swallowed a dog;
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
That wriggled and jiggled and tickled inside her;
She swallowed the spider to catch the fly,
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.



There was an old woman who swallowed a cow;
I wonder how
She swallowed the cow to catch the dog,
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
That wriggled and jiggled and tickled inside her;
I wonder why
She swallowed a fly.
Poor old woman, she's sure to die.

There was an old woman who swallowed a horse;
She died of course!





Glossary

- wriggled (v) : turned with quick short movements
- jiggled (v) : shook lightly and quickly from side to side or up and down
- tickled (v) : touched or stroke in a sensitive place
- spider(n) : a small creature with eight thin legs
- swallowed (v) : ate without chewing



Comprehension

Answer the following questions.

1. What makes the poem humorous?
2. The old woman swallowed a horse in the end and died. If she had not died, what do you think she would have swallowed next?
3. Can you think of any other animal she missed? If yes, at what stage she would have swallowed it?
4. Pick out the creature that wriggled, jiggled and tickled inside the woman.

Fun Time

When Nasruddin came home he was astonished to see Rasul sitting on the horse and writing something on it.

Nasruddin : What are you writing on the horse?

Rasul : Well, our teacher told us to write an essay on our favourite animal. That's why I'm writing on the horse and Rafi is sitting on the little donkey and writing on it.





C. Reading

1 The Clever Jackal

1 O! Farmer, please open the door.

No, I'm sorry, I can't trust a tiger.

2 I'm not ungrateful, I won't harm you.

I'll trust you.

He opens the door.

3 But, I'm hungry! So I'll eat you.

Oh, No! You're ungrateful and cruel.

4 No, animals aren't cruel. Man is cruel. Look, horse is coming. We'll ask the horse.

Alright.

5 Oh horse, please listen to me. This tiger was in a trap. I opened the door. Now he wants to eat me. Is he not cruel?

No, Man is really cruel. I'm old. I can't serve my master. He turned me out. So I'm here.

6 O! farmer, the horse also says man is cruel. So, I'll eat you.

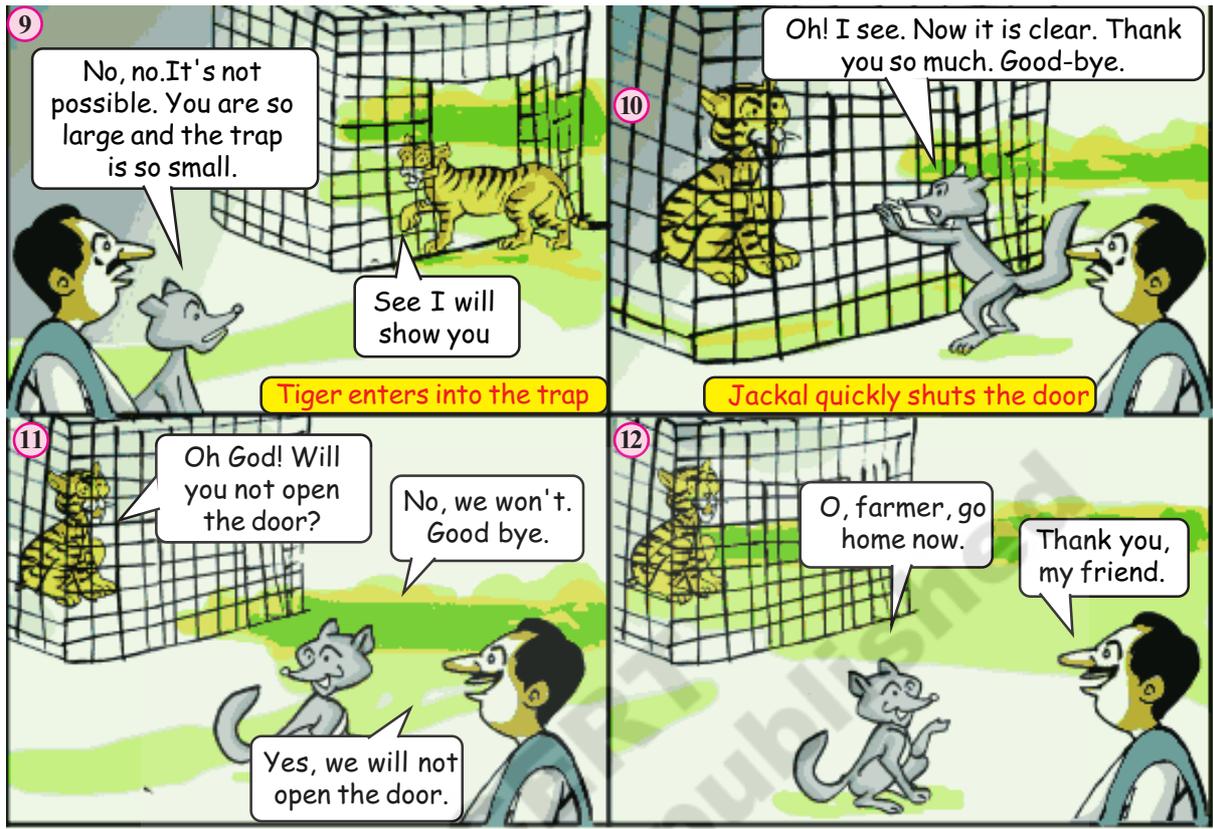
Wait a minute. Look, a jackal is coming. We'll ask him, too.

7 O! Jackal, see this tiger. I saved him from the trap. But he wants to eat me. He's very cruel.

How can I save the farmer?

8 My dear tiger, can you explain everything to me again?

Yes, I'll. This is the trap. I was in it.



Comprehension

I. Answer the following questions.

1. If you were the farmer, would you let the tiger out? Why/ Why not?
2. Do you appreciate the jackal? Why/ why not?
3. If you were the farmer, what would you say to the tiger?

II. Write the story briefly in the box given below.

II. Complete the following table.

The words spoken	Who said?	To whom?
'I will trust you.'		
'No, man is really cruel.'		
'See, I will show you.'		
'How can I save the farmer?'		
'Yes, we will not'		
'Oh, God! Will you not open the door?'		



Project Work

Collect funny jokes, stories and share them with your classmates. Put all of them in a class magazine and present it to your headmaster.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) The Witty Nasruddin			
	b) The Clever Jackal			
3.	I talked about the characters.			
4.	I understood and did the exercises in;			
	a) homophones			
	b) adverbs			
5.	I understood and recited the poem, 'There Was an Old Woman'.			
6.	I was able to write;			
	a) a notice			
	b) a story			

UNIT 7

I Was Bad at Cricket

Look at the photograph and answer the following questions.



1. Can you name the cricketers in the photograph?
2. In which event did they get the cup?

Listen to your teacher and answer the following questions.

1. Guess what made the young cricketer perform well?
2. What made this experience become memorable for the first time-cricketer?
3. How the experienced cricketer might have felt at his extraordinary performance?



A. Reading

I Was Bad at Cricket

Everybody at BojyanaikThanda was good at cricket, except myself. I tried my best, but it was no good. Every time I tried to catch the ball, it seemed to escape from my hands. It was the same if I tried to bat. My bat seemed to miss, or the ball flew off the edge of it. Each time I missed the ball, all the boys groaned. As far bowling, well, I was so bad that I was never asked to bowl.

One evening, an old man who sat on the verandah of a house near the ground watched me drop an easy catch. He shook his head slowly. ‘That boy has got no eye for the ball,’ he said. I bit my lip to hold back my tears. I had not always been bad. I used to be quite good. But over the past year or so, I had just got worse and worse.

At home, Jangu, my brother began to tease me. ‘He dropped such an easy catch today,’ he said to the father. Even our little Isru could have done better. ‘Well, Somla has butterfingers,’ said Jangu. He’s no eye for the ball. But father said, ‘I had a dream last night. It was about Somla playing for the Indian side.’ The next day we were playing cricket as usual. Jangu went into



bat. 'Don't think you're going to catch me out man. Why don't you go and play with Isru? Get him to show you how to catch.' He said to me Harsha was the bowler. He bowled a slow delivery to Jangu. Jangu came forward and lofted the ball. The ball went straight up in the air. I saw I was right under the ball. I knew I must catch it. 'Get back, butterfingers,' yelled Vamsi. 'Leave it' 'someone will catch it.' 'I'll take it.' Vasu came running there. 'Leave it for me,' Vasu shouted. 'Vasu go away', 'it's mine,' I cried. This was my chance to show them. I cupped my hands to catch the ball. I was right under the ball. I shouldn't miss.

'Ha!' I screamed and fell down on the ground. Everyone ran towards me. I held my hand to my face. Blood ran down through my fingers. The ball hit me in the face. People around gathered and rushed me to hospital. The doctor observed and said to my parents, 'Take him to the town hospital immediately. He needs a surgery.' I was taken to hospital in Hyderabad. Jangu was crying, 'Why did I say Somla has no eye for the ball? Now it might come true!' Mother consoled Jangu, 'Don't worry. Somla will be alright! He'll play with you again.'

My father and mother looked after me carefully. After a week my father went to BojyanaikThanda. I sent a letter to my elder brother, Jangu.



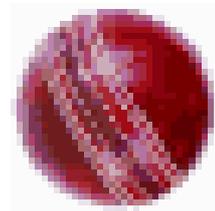
Dear Jangu,

My eye is much better now. The doctors and nurses are very kind to me. They tested my both eyes yesterday. Now I'm alright. Of course, before surgery, there was something wrong with my left eye, the doctor said. After surgery it's alright now. Now I can bowl and bat as you do. I'll never drop even a single catch. I miss you all. Hope, you are playing regularly. I'll join you soon. Give my love to grandma and little Isru.

With love,
Somla.

I was in hospital for ten days. When I returned to my village, Jangu gave me a parcel. I was surprised. There was a beautiful ball in it.

'A new cricket ball,' I jumped with joy and hugged my brother. I practised hard day and night with the bat and ball. Now I am a member of the Indian cricket team.



Glossary

- groaned (v) : made a long deep sound because of pain or pleasure
- butter fingers (*n. phr*) : the hands that often drop things
- screamed (v) : gave a loud cry
- consoled (v) : gave comfort or sympathised to somebody who is unhappy or disappointed



Comprehension

I. Tick (✓) the right options to complete these sentences.

- Somla was very bad at
a) batting. b) bowling. c) fielding. d) all these.
- Somla bit his lip to hold back his tears because someone remarked
a) 'Somla has butter fingers.' b) 'The boy has got no eye for the ball.'
c) 'Leave it, someone will catch it.' d) 'He'll play with you again.'
- Everyone ran towards Somla
a) to beat him for leaving the catch. b) to tease him.
c) to see what happened to him. d) to take the ball from him.
- Somla was surprised at the parcel because
a) he had not played with a new cricket ball. b) it was his ball.
c) he had seen the ball in the hospital. d) he plays with the ball regularly.

II. Fill in the blanks with the correct words.

- BojyanaikThanda is famous for _____.
(cricket/ hockey/ volley ball)
- Somla was unable to play cricket because he had a problem with his _____. (hand/ left/ eye)
- Somla was selected for _____ cricket team.
(Indian/ West Indian/ Australian)



III. Answer the following questions.

1. 'I tried my best, but it was no good.' What did the speaker try to do? What was the result?
2. In the sentence, 'That boy has got no eye for the ball,' what does 'no eye for the ball' mean?
3. Why did Jangu give a new ball to Somla when he returned from hospital?



Vocabulary

- I. Go through the story you have just read. List the unfamiliar words in the first column, their meanings you guess in the second column, and the meaning of the word as you get from a dictionary in the third column.

Word	The meaning I guessed	The meaning I got from the dictionary

- II. The following word from the story can be used both as a noun and as a verb.

Catch

Example: 'I must catch it,' Somla said.

He is ready to take the catch.

In the first sentence the word 'catch' is used as a **verb** and in the second sentence it is used as a **noun**.

Here are a few words from the story you can use both as a noun and as a verb.

Write sentences using the words given below as nouns and verbs.

watch (v) : _____

watch (n) : _____

bat (v) : _____

bat (n) : _____

cup (v) : _____

cup (n) : _____

face (v) : _____

face (n) : _____

bowl (v) : _____

bowl (n) : _____



Grammar

I. Observe the following sentences from the story.

1. I knew I must catch it.
2. Isru could have done better.
3. I was just under the ball. I shouldn't miss.
4. Now it might come true.

The underlined words in the above sentences express moods and mental attitudes like expectations, possibility and necessity.

These words are called Modals or Modal verbs .

From sentence (1), it is clear that '**must**' expresses necessity. The modal '**must**' also expresses obligation, duty, determination, as shown in the following sentences.

He **must** tell the secret. (shows obligation)

We **must** look after our parents. (shows duty)

I **must** complete the work today. (shows determination)

From sentence (2), it is clear that the modal '**could**' expresses possibility. The modal '**could**' also be used to make a polite request:

Could you tell the way to Andhra bank?

The modal '**could**' is used to express permission:

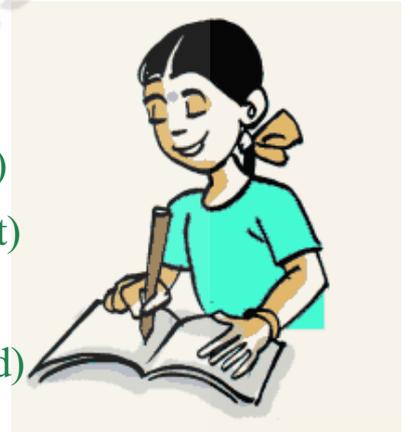
Could I talk to your Headmaster?

Some other modals are: **can, dare, may, might, ought to, will, would, shall and need.**

Remember, every modal is followed by another verb.

Rewrite the following sentences using 'modals' given in brackets.

1. It is likely to rain. (**may**)
2. Will you permit me to open the door? (**may**)
3. The bus is going to start in a few seconds. (**will**)
4. Don't touch the live wire, it may kill you. (**must**)
5. It is his duty to help his brother. (**ought to**)
6. It is necessary for us to protect the trees. (**should**)



II. What does each of the following sentences mean? Tick (✓) the correct option given in brackets.

1. Could I use your pen? (**ability/ possibility/ polite request**)
2. He can climb the tree. (**capacity/ possibility/ request**)
3. Will you have a cup of coffee? (**capacity/ necessity/ request**)
4. We shall visit Hyderabad next week. (**ability/ permission/ futurity**)
5. We must do this now. (**obligation/ futurity/ request**)



Study Skills

In the ICC world cup final 2011, Sri Lanka batting first, scored 274 runs losing 6 wickets in 50 overs. India chased the total losing 4 wickets in 48.2 overs. Here is the score board of Indian batting. Go through it and respond to the questions given below.

			Runs	Balls	4s	6s
1	Sehwag	lbw b Malinga	0	2	0	0
2	Sachin	c Sangarakara b Malinga	18	14	2	0
3	Gambhir	b Perera	97	122	9	0
4	Kohli	C & B Dilshan	35	49	4	0
5	Dhoni	Not out	91	79	8	2
6	Yuvraj Singh	Not out	21	24	2	0

Extras (b 1, lb 6, w 8): 15

Total (4 wickets 48.2 overs) : 277 (5.73 runs per over)

DNB: S. Raina, H. Singh, Z. Khan, M. Patel, S. Sreesanth.

Fall of wickets:

1- 0(Sehwag), 2- 31(Tendulkar), 3- 114(Kohli), 4-223(Gambhir)



Bowling	O	M	R	W
Malinga	9	0	42	2
Kulasekhara	8.2	0	64	0
Perera	9	0	55	1
Randiv	9	0	43	0
Dilshan	5	0	27	1
Muralidharan	8	0	39	0

1. Who scored the highest runs?
2. Who gave more runs from the Sri Lankan bowling side?
3. How many balls were left when the Indian innings was over?
4. Who bowled the last ball of the match?
5. Based on this information, who do you think may have been declared 'The man of the match'. Why?



Writing

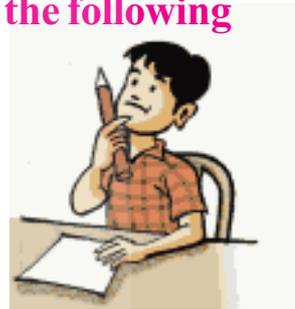
I. Somla wrote a letter to his brother Jangu. Jangu wanted to reply to the letter. See page 112 and write the letter.

II. Somla was confident after surgery. He was now on his way home with his parents. He kept thinking about cricket. Write what thoughts may have come into his mind.

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III. Write about your favourite game. You may include the following points.

1. Name of the game.
2. Why do you like it?
3. How long have you been playing?
4. How often you play?
5. Any memorable experience you have!



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Project Work

Cricket quiz

Rules

- Work in groups.
- Each group will work on these questions and one person will record the answers.
- Teacher will provide answers.
- Each group will mark the answer sheets and consolidate the score.

1. How many days is a test match played?

2. Who made the first century in T-20 world cup match?

3. What is the length & width of a cricket pitch?

4. What does ICC stand for?

5. Who made the first century for Indian test cricket?

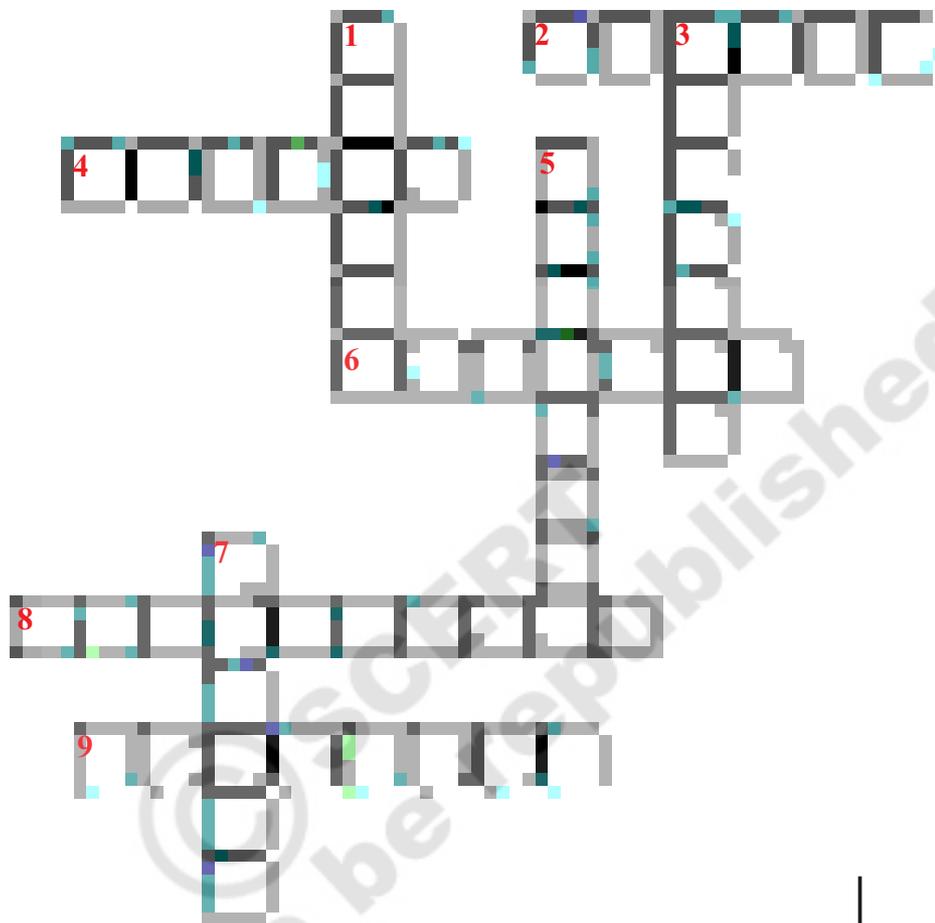
6. Who scored 100 centuries in the international cricket?

7. Who hit six sixes in one over in T-20 World Cup?

8. Who won one day World Cup 2011?

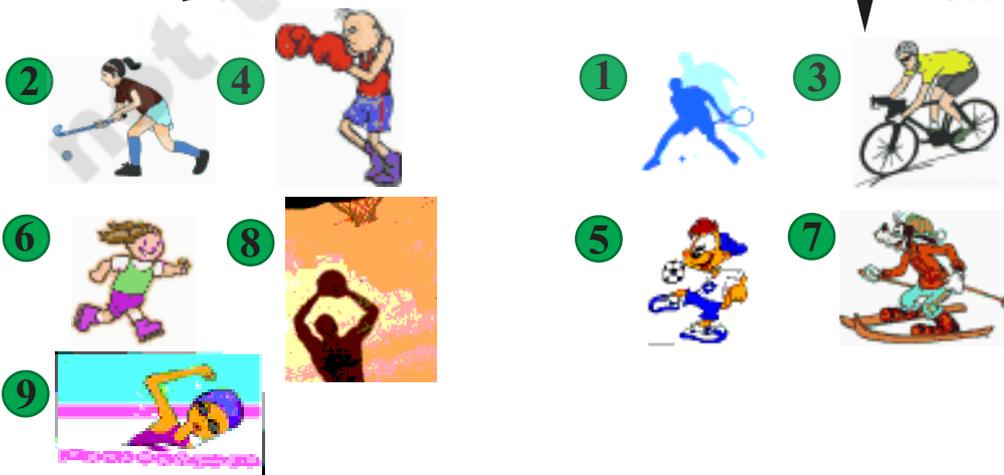
9. Who won the first T-20 World Cup?

Complete the following crossword using the pictures as clues.



Across →

↓ Down





B. Reading

Read the following poem.



Our Legacy

We are a team,
Of courage and heart.

Every member,
Holds a critical part.

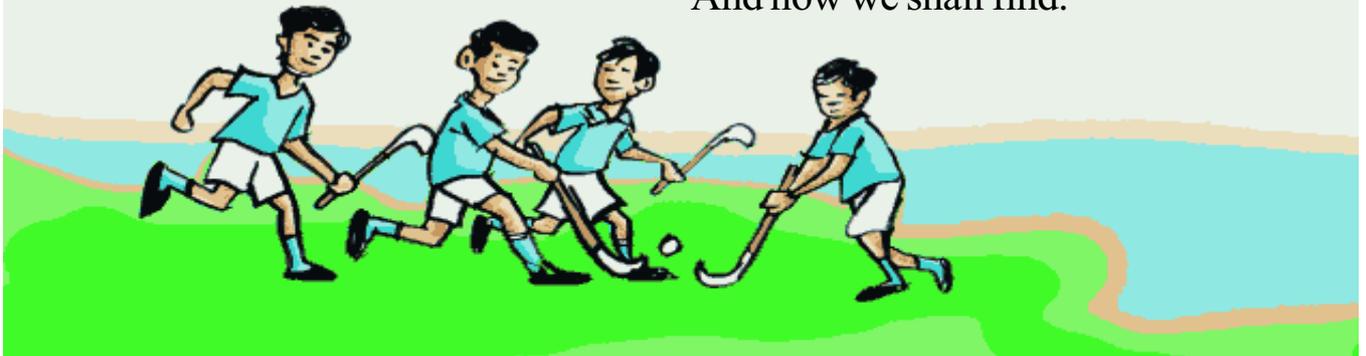
No matter what,
We shall never quit,
Tough and determined,
With plenty of grit.

Now is the time
For us to excel.
Forget about past mistakes,
No point to dwell.

Only one thing
Should remain in our mind,

Victory!

And how we shall find.



It's all inside of us
Obvious and clear.
There is nothing,
We should hold back or fear.



Let's go out there,
And release our fury,
We won't need a judge,
Or a jury.
Through our victory,
Justice shall be served,
At the end of the day,
Our legacy,
Will be forever preserved.

-Anita





Glossary

- critical (*adj*) : important
determine (*v*): decide strongly
grit (*n*) : courage
excel (*v*) : be very good at doing something
obvious (*adj*): clear
fury (*n*) : extreme anger
legacy (*n*) : something that we carry over from the past
preserve (*v*) : keep a particular quality or feature



Comprehension

Answer the following questions.

1. Which line from the poem says that every member has equal responsibility?
2. Which stanza talks about will/determination of the team?
3. Why doesn't a team need a judge or a jury?
4. What legacy is the poet talking about?

Fun Time

Teacher told all students to write an essay on A Cricket Match.

All wrote the essay except Vasu.

He Wrote:

'NO MATCH, DUE TO RAIN'





C. Reading

A Flying Game

Children were having Pongal holidays.

They gathered in the ground.

Some of them were flying kites.

‘Hurrah! My kite is flying high. Look at it,’ shouted Mohan.

‘See, my kite is also flying high in the same height,’ cried Anil.

Mohan tightened the string over Anil’s kite and said to Anil, ‘Now see, how my kite will cut your kite.’ Saying this Mohan pulled the string down.

Next second, the string of Anil’s kite was cut.

‘You fool, why did you cut my kite?’ saying Anil started crying.

Slowly his kite started falling on the ground.

‘Don’t cry man! It’s all part of the game.’

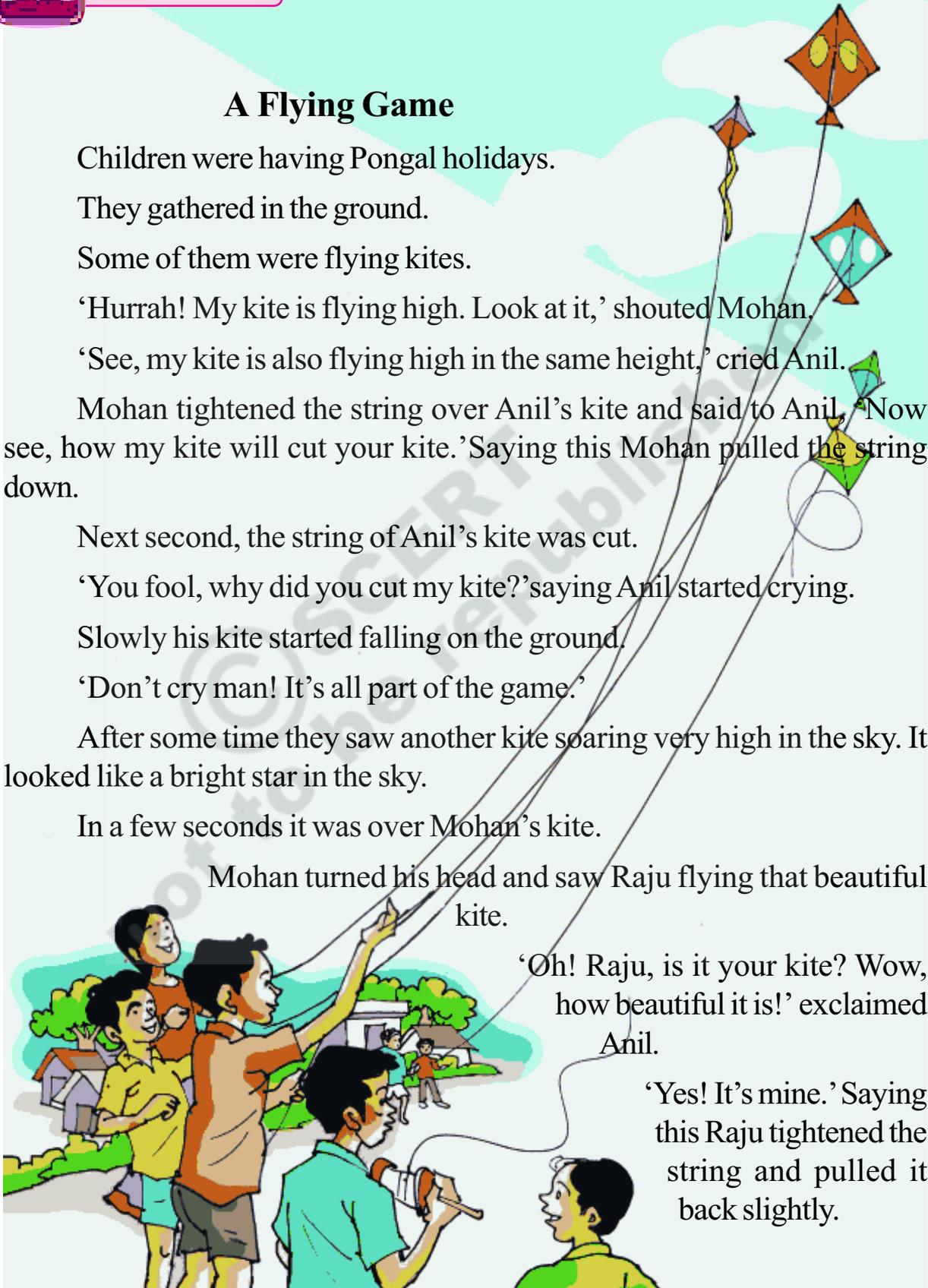
After some time they saw another kite soaring very high in the sky. It looked like a bright star in the sky.

In a few seconds it was over Mohan’s kite.

Mohan turned his head and saw Raju flying that beautiful kite.

‘Oh! Raju, is it your kite? Wow, how beautiful it is!’ exclaimed Anil.

‘Yes! It’s mine.’ Saying this Raju tightened the string and pulled it back slightly.



It cut the string of Mohan's kite. Mohan started crying.

'Don't cry man, it's all part of the game,' Anil said mockingly.

Next, Raju cut three more kites.

All children gathered round Raju.

'Hey, Raju, how... how could your kite cut all the kites?'

'Yes.., yes my kite can cut all the kites in the village. I'm proud of it. Look kids! The *manja*, I applied to the string of my kite. It made the string so sharp and stiff.' said Raju proudly.

'Where did you buy the *manja* and the kite,' enquired Mohan.

'My brother has made it for me.'

'Great! How did Shekaranna make the *manja*?' asked Anil.

'It is made out of fine glass powder.'

'What about this beautiful kite?' asked Mohan.

'Anna made it with newspaper.'

'What, newspaper! Impossible!'

'How can we make kites with newspapers?' said, Ravi surprisingly.

'Sure, why not? Anna is planning to make a huge fighter kite with the newspaper only. We'll fly it on Sankranti day.'



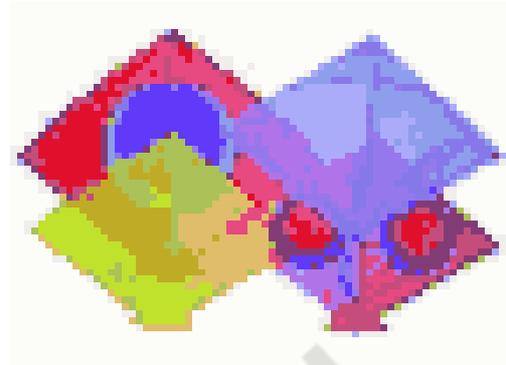
string (<i>n</i>)	:	thread
soaring (<i>v</i>)	:	going very high
slightly (<i>adv</i>)	:	little bit

mockingly (*adj*) : laughing at some one

Comprehension

Answer the following questions.

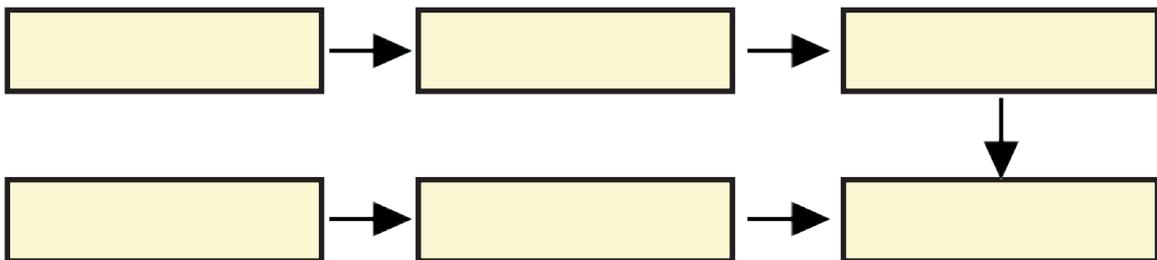
1. Why did Anil cry?
2. What did Anil say when Mohan started crying? Why?
3. How would you feel if your kite is cut by another kite?
4. Do you like kite flying? How do you enjoy it?
5. Have you ever tried flying a kite? Narrate your experience.



Writing

Look at the following stages and steps of making a kite but they are not in a order. Read and write them in a order in the given flow chart.

1. enjoy kite flying
2. collecting required material
3. cutting paper and bamboo sticks
4. adding a tail to the kite
5. measuring paper and bamboo sticks
6. folding and pasting paper to bamboo sticks



Fun Time

Harsha : Why are all those people running?

Jangu : They are running a race to get a cup.

Harsha : Who will get the cup?

Jangu : The person who wins.

Harsha : Then why are all the others running?



LET'S PLAY!

Spin the Coin and win the game (Language Game)

Materials required: A coin and counters (coloured buttons or small pebbles...)

Procedure:

1. Sit in pairs and have a counter each.
2. Take turn to spin the coin. Move your counter one or two squares depending on which side the coin lands; head - two squares, tail – one square. Proceed as per instructions given in.
3. Answer the question on the square or follow the instruction.

If the answer is correct, move your counter forward three squares (But this time you stay in the square. No need to answer again.)

If you don't know the answer for a question, stay where you are. Refer your textbook or consult your teacher.

4. One who reaches the 25th square first, wins the game.

13 Give any three examples of words having suffix, -'ment'	12 Talk about your favourite game.	11 Open your textbook and recite a poem.	10 Go back three squares.	9 Tell a joke in English.
14 Go forward one square.	23 Go back three squares .	22 Talk about your favourite character from your textbook.	21 Give five examples of indoor games	8 Go forward two squares.
15 Frame any three questions using, 'when'.	24 Go forward one square.	25 Hurrah! I won...	20 Give any three examples of words having suffix, - 'ful'	7 Open your textbook and sing a song.
16 Go back three squares.	17 Give five examples of junk food.	18 Frame any three questions using, 'where'.	19 Tell a joke in English.	6 What are adverbs? Give any five examples of adverbs.
1 Use the articles in your own sentences.	2 Go forward one square.	3 Give three examples of prepositions and use them in your own sentences	4 Go back two squares.	5 What are adjectives? Give any five examples of adjectives.

Begin here

Put your counters here.

* Group work: Change instructions and make a language game on your own and play it.

Fun Time

Somla knocked on the door of his friend, Harsha's house. When his friend's mother answered, he asked,

'Can Harsha come out to play?'

'No,' said the mother. 'It's too cold.'

'Well, then,' said Somla, 'can his cricket ball come to play?'



Take turn and tell jokes to the whole class.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) I Was Bad at Cricket			
	b) A Flying Game			
3.	I talked about the Cricket.			
4.	I completed a cross word puzzle.			
5.	I understood and did the exercises in the modal auxiliaries.			
6.	I understood and recited the poem, 'Our Legacy'.			
7.	I was able to write;			
	a) a reply letter			
	b) thoughts of Somla			
	c) a description			

UNIT
8

Will Power

Look at the photograph and answer the following questions.



1. What is the man doing in the picture?
2. How is he different from other persons?
2. What do you learn from his life?

Now your teacher will tell you the story of a school boy, who did not want to go to school because of his disability. Listen carefully and answer the following questions .

1. Why didn't Rahul want to go to school?
2. 'Disability is not a curse.' What do you mean by this?



A. Reading

Will Power

Exactly three hundred years after the death of the great scientist Galileo, Stephen William Hawking was born in Oxford, England on 8th January, 1942. Little did his parents know that Stephen would be hailed as one of the greatest scientists of this century.



After schooling, Stephen joined University College, Oxford and studied Physics. After obtaining a first class degree in Natural Sciences, he went to Cambridge to do research. Since 1979, he has held the post of Professor of Mathematics, the one held by Isaac Newton in 1663.

At the age of 17, Stephen started noticing that he was becoming increasingly clumsy and even fell down a couple of times, for no reason. Shortly after his 21st birthday, he was taken to hospital and made to undergo a number of

tests. He was shocked, when he realized he had an incurable disease, a type of sclerosis, which weakened his muscles. The physicians predicted an early death for him.



He went back to Cambridge and carried on his research. He was not able to make much progress. He thought that he might not live for long and that his PhD would never be completed. However he finished it.

As his scientific reputation increased, his disability got worse. Even feeding himself and getting in and out of bed became difficult. In 1980, he had to rely upon nurses. In 1985 he underwent an operation in the wind-

pipe. After this, he needed 24 hours nursing care. Before the operation, his speech was not clear, but at least he could communicate. But the operation distanced him from his ability to speak altogether. However, a computer programme specially devised for him, helped him communicate. Using this programme, a book has been written, and dozens of scientific papers have been presented. Many scientific talks have also been given.



He was awarded medals and prizes. He has twelve honorary degrees to his credit. Stephen Hawking's life long illness has not prevented him having a very happy life, and being successful in his work. He continues his research in Physics. He has been travelling and delivering public lectures though it requires a great mental and physical effort. He has exhibited remarkable survival skills and has dared to defy misfortune.

From the life of Stephen Hawking, it is understood that one need not lose hope. His life is an example that disability need not prevent one from reaching great heights. Grit and determination are his formulae to overcome crises. If there is a will, one need hardly struggle to find a way. For, the mind can triumph over matter! While Stephen William Hawking inspired the whole world with his uncrushable spirit and will power, do you know, who inspired him, reach such a great heights? He is none other than his Mathematics teacher, Dikran Tahta.



Glossary

- hailed (*v*) : praised publicly
- sclerosis (*n*) : a medical condition in which a part inside the body becomes hard
- reputation (*n*) : state of being known

rely (v)	:	depend
universe (n)	:	the whole of space and all the stars, planets and other forms of matter and energy in it
phenomenon (n)	:	something that is observed to happen or exist.
honourary degree: (noun phrase)	:	a degree that is awarded in recognition of one's service to a particular field
defy (v)	:	refuse to obey
grit (n)	:	courage to continue doing something even though it is very difficult
triumph (v)	:	succeed



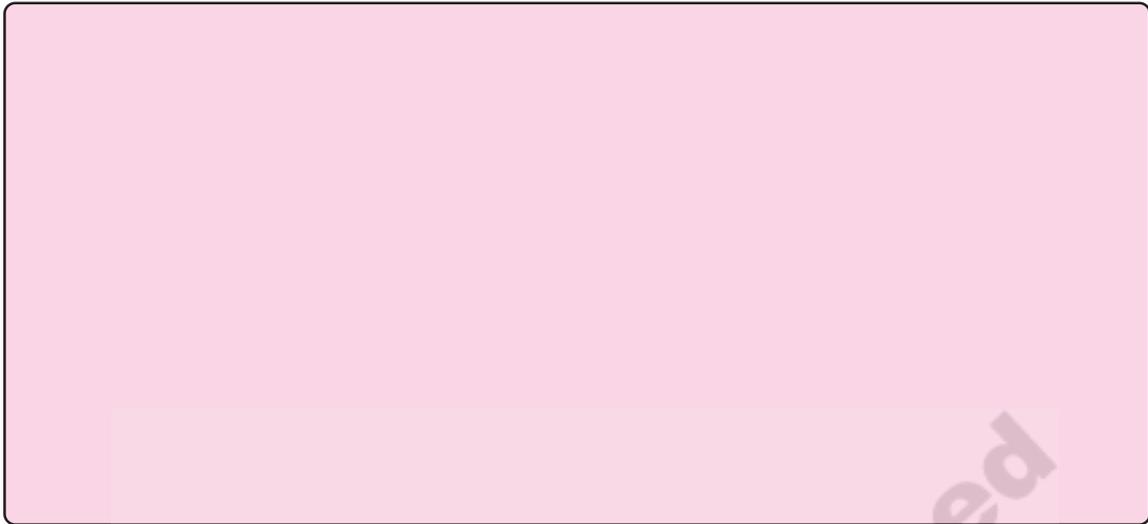
Comprehension

I. Answer the following questions.

1. What similarity do you find in Stephen Hawking and Isaac Newton?
2. How did Stephen communicate after he lost his ability of speech completely?
3. Do you know any other person who fought against his/her destiny?
4. What do you learn from Stephen's life?

II. Say whether the following statements are True or False. Correct the false statements and write them in the space provided.

1. Stephen can undoubtedly be considered one of the greatest scientists of this century.
2. Stephen Hawking and Isaac Newton were the Professors of Mathematics at Cambridge University at the same time.
3. The physicians predicted an early death for Stephen.
4. Stephen Hawking could not complete his Ph.D because of his illness.
5. After the operation Stephen's speech became clear.



III. Read the following sentences and tick (✓) the correct choice.

1. Stephen Hawking has been *healthy/not healthy* throughout his life.
2. Stephen's illness *prevented/did not prevent* him from having a very happy family life.
3. Stephen *defied/obeyed* his misfortune.
4. Stephen *proved/did not prove* that one can overcome crises with grit and determination.

IV. Read the text and complete the table.

1942	Stephen Hawking was born in Oxford England
1959	
1963	
1979	
1980	
1985	



Vocabulary

I. Tick(✓) the word that is nearest in meaning to the word underlined in the sentence.

- Stephen Hawking was hailed by everyone for his contribution to the field of science.
a) criticized b) praised c) scolded d) abused
- Stephen triumphed over his sickness because of his strong will.
a) won b) fought c) strengthened d) lost
- The ISRO's reputation is doubled when it successfully launched PSLV C21, its 100th Mission.
a) fame b) capacity c) strength d) burden

II. Pick out the singular/ plural of the following words from the text.

1.	phenomenon	
2.	formula	
3.	height	
4.	crisis	

III. Find out from the text the word that are opposite in meaning to the words given below.

Sl.No	Words	Opposites
1	ability	
2	fortune	
3	ordinary	
4	curable	
5	regress	
6	easy	
7	permit	
8	crushable	



Grammar

Look at the following sentence.

‘After schooling, Stephen joined University College, Oxford and studied Physics.’

In this sentence, the word, ‘**schooling**’ is a noun though it looks like a verb. Such nouns are called ‘**Gerunds**’.

Remember, **Gerunds (v+ing)** are never preceded by any other verb. As you can see in the following example:

‘He is **swimming**.’ Here swimming is not a gerund.

I. Pick out some more gerunds from the text or from elsewhere and write them in the box given below.

1		6	
2		7	
3		8	
4		9	
5		10	

Now, use these gerunds in your sentences both as verbs and as nouns.

Example: He is swimming. Swimming is good for health.

II. Rewrite the following sentences using gerunds instead of the underlined words.

1. To do research in Cosmology in Cambridge is Hawking's dream.
2. At the age of seventeen Stephen started to notice that he was not feeling well.
3. To make progress in his research with ill-health became difficult for Stephen.
4. To communicate without speech is very difficult.

III. Say which of the following are gerunds.

1. Krishna is walking towards the temple.
2. Swimming in the Atlantic is very dangerous.
3. Eating junk food is injurious to health.
4. Walking, running and playing games are good for health.
5. Usha is always talking over her new mobile phone.



Writing



One day Lalitha participated in a seminar. Look at her speech, at the seminar on 'The Lives of Great People'.

Respected HM sir, teachers and fellow students, I am very happy to take part in this seminar. I would like to talk about the life of Stephen Hawking.

Do you know who Stephen William Hawking is? Oh! He is one of the greatest scientists of the world. He has received twelve honorary degrees and has been awarded many medals and prizes. He has written many books.

Of course, his achievements may be seen usual to everyone. What I want to tell you is that, he has achieved all these in spite of his prolonged illness. You know, he has been suffering from an incurable disease which has weakened his muscles since he was 17 years old. Though his doctors have told him that he would die soon, he hasn't stopped his research work. He has made remarkable contribution to the field of science even though he can not move or speak a word.

Undoubtedly, I feel that his life is a source of inspiration to every one of us. He was able to do all these only because of his strong will power. Hence, I believe in will power; one can achieve wonders in one's life.

Thank you one and all for giving me this opportunity.

Answer the following questions.

1. How does Lalitha start her speech?
2. Which are the points, she stressed and how are they organised?
3. How does she concluded her speech?

Work in groups.

- Select a great personality.
- Collect information about him/her from various sources.
- Prepare a speech focusing on his/her greatness and how he/she influenced others
- Plan a speech on the events of his/her life. (how to begin, how to organize the events in sequential order and how to conclude...)
- Discuss with your friends and make necessary corrections in your speech.
- Write your speech on a chart.
- Present your version before the class.

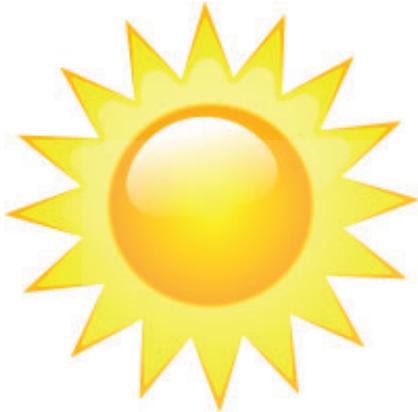




B. Reading

Recite the following poem.

Keep Your Spirits High



The present seems all dreary
The future very grim,
Your problems are perplexing,
Your chances rather slim.
You're sick and tired of trying,
And your hope is fading,
There's only one solution
It's "keep your spirits high.

The way ahead is puzzling,
And clouds obstruct your view,
If this is how you're feeling,
There's just one thing to do;
Don't prove yourself a quitter
Though you're feeling sad and bitter,
But grit your teeth and bear it
And keep your spirits high!

Good luck is round the corner
So have a smiling face:
For soon your fears will vanish,
And joy will take their place,



Look forward to tomorrow
There will be an end to sorrow,
Because you have courage,
To keep your spirits high.



- Hope Spencer



Glossary

dreary (<i>adj</i>)	: boring
perplexing (<i>adj</i>)	: confusing
slim (<i>adj</i>)	: very lean, light
fade (<i>v</i>)	: disappear, become weak
puzzle (<i>v</i>)	: feel confuse because it is difficulty to understand
obstruct (<i>v</i>)	: hinder, prevent
quitter (<i>n</i>)	: a person who gives up easily and does not finish the task they have
nearly (<i>adv</i>)	: almost
round the corner (<i>adv. phr</i>)	: about to happen
vanish (<i>v</i>)	: disappear



Comprehension

Answer the following questions.

1. Why does the poet say, 'Keep your spirits high'? What does the first stanza talk about?
2. What does the second stanza suggest about the mood of the poet?
3. The poet says, 'Look forward to tomorrow' in the third stanza. How should we look forward to tomorrow?
4. Does the poet feel that there is some hope or does he feel that there is no hope?



C. Reading

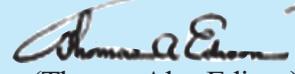
1. Thomas Alva Edison

I was dull in my studies and could not study much. I was deaf and unable to hear anything. Around the age of twelve, I lost almost all my hearing. Once I was grabbed by my ears and lifted to a train and it might have caused me the disability. I did not let my disability discourage me. However, and often I treated it as an asset, since it made it easier for me to concentrate on my experiments and research. What made me such a great inventor is my questioning mind. As a young boy I was busy doing experiments. Though I failed in all my experiments, I learnt a lot from them.



At the age of 12, I saved the life of the son of a station master. As a reward of it I got the opportunity of learning telegraph operation. Then I did the job of a telegraph operator travelling throughout the United States. I, however, saved enough money from my earnings to open a workshop of my own and set about my experiments.

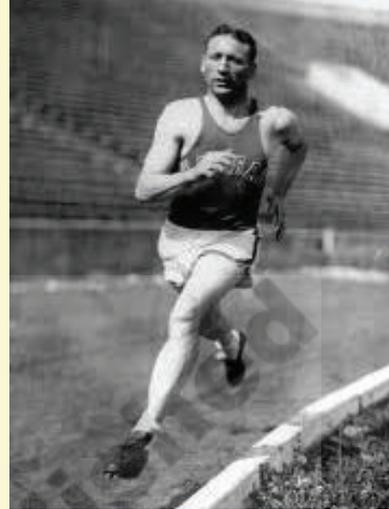
I invented Voice recorder, Printing telegraph and Carbon telephone transmitter. I had made over 1000 experiments before I succeeded in inventing the 'electric bulb'. In 1882, I set up a power station, which supplied power, first time, to a few residents of New York city.


(Thomas Alva Edison)

2. Glenn Cunningham

I was a good runner. In races at school, I ran faster than my friends. ‘I want to become the fastest runner in the world,’ I told myself.

One day, there was a big fire at my school. I was burnt very badly. My legs were burnt more than any other part of my body. The doctors looked at my legs and said that I would not be able to run again.



‘I want to run!’ shouted I. ‘I want to run!’

‘You will not be able to run,’ said the doctors. ‘You should be happy if you can walk.’

But I did not listen to the doctor. ‘I won’t give up,’ I told myself. ‘I’ll run!’

I was in bed for a year. When I got up, I tried to walk. I fell down. But I did not give up. I kept trying.

At last I was able to walk. The doctors were surprised. Then I started to run again. Soon I could run faster than my friends.

Later, I became the fastest runner of my time. I showed that anything could be done, if we tried hard enough.

(Glenn Cunningham)

3. Louis Braille



I was born in a little town near Paris in 1809. My father was a cobbler. When I was three years old, I crept into my father's shop to make shoes. But the awl, a sharp pointed tool used to pierce holes in leather, slipped from my hands and pierced my eye, destroying it forever. Soon my other eye also got infected, and by the time I was four years old, my vision was lost.

At school, I discovered that there were special books for us. Since these books had large letters that were raised off the pages, their pages were very big and the books were heavy and bulky. I started to read the books enthusiastically, but soon I found it a tiring exercise. It took me so long to 'feel and read' the books that there was no enjoyment left in the experience. This set me thinking.

One day in 1821 Charles Barbier, a soldier visited our school. He brought with him a system called 'night writing' that he had invented, at Neapolian's request, which would help soldiers in the battle front to communicate with one another without talking or showing a light that would reveal their position. It was made of 12 raised dots that could be combined to represent different words and sounds.

I saw the potentiality of the system. Over the next few months I worked hard, simplified Barbier's code until I had developed a

clear and simple system of writing that used only six dots. I also discovered that my father's awl- the very tool that damaged my eye – was perfect for making the raised dots. I also developed an alphabet made up entirely of six dots.



Glossary

asset (<i>n</i>)	:	a person or a thing that is valuable
concentrate (<i>v</i>)	:	give all attention
succeeded (<i>v</i>)	:	had the result
resident (<i>n</i>)	:	a person who lives in a particular place
crept (<i>v</i>)	:	moved slowly or quickly because you do not want to be seen or hard
awl (<i>n</i>)	:	a small pointed tool used for making holes, especially in leather
pierce (<i>v</i>)	:	make a small hole with a sharp object
reveal (<i>v</i>)	:	make something known
potentiality (<i>n</i>)	:	a power or a quality that exists



Comprehension

I. Answer the following questions

1. How did Edison's failure in his experiments in childhood help him?
2. How did Braille help the blind people?
3. What changes did Louis Braille make to Charles Barbier's system of writing?
4. What were Edison's famous inventions?
5. What do you know about Glenn Cunningham?
6. What is common to these three greatmen?

II. Find some similarities and dissimilarities between Edison and Braille. Write them in the space provided below. One is done for you.

Similarities	Dissimilarities
•both of them are disabled.	

III. Say whether the following statements are true or false. Make necessary changes to the false statements to make them true.

1. Edison was an Englishman.
2. Edison's questioning mind made him a great inventor.
3. Edison invented the electric bulb in his first experiment.
4. Glenn Cunningham gave up trying to walk.
5. Louis Braille used only six dots in his system of writing.
6. Braille's script was not accepted by his school principal.

IV. Based on your reading of text A and C, write the names of persons you associate with the following facts.

1. Invented electric bulb. ()
2. Invented a special script for the blind. ()
3. Became deaf in his childhood. ()
4. Became the fastest runner of his time. ()
5. Became blind in his childhood. ()
6. Became paralytic. ()
7. Burnt his legs very badly. ()



Project Work

Group work.

- Identify the children with special needs and the nature of their category.
- Identify the area in which they excel.
- How are they able to do well inspite of the problems/challenges they face.
- Make a presentation to the class.



How well did I understand this unit?

Read and tick (✓) in the appropriate box.

*	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.			
2.	I read and understood the texts;			
	a) Will Power			
	b) Thomas Alva Edison			
	c) Glenn Cunningham			
	d) Louis Braille			
3.	I talked about Hawking.			
4.	I understood and did the exercises in 'gerunds'.			
5.	I understood and recited the poem, 'Keep Your Spirits High'.			
6.	I was able to write;			
	a) a speech			
	b) similarities and dissimilarities of Edison and Braille			

Appendix I

Texts for Listening

Unit 1

Let's Be Friends

Ding Dong Ding

The school bell rang.

After the break time, all the children entered the class and were waiting for the teacher to come.

Suddenly they could hear a scream, 'Ouch!' outside the classroom.

Hearing the sound a few children peeped out of the room.

They saw Raghu walking towards the class rubbing his arm.

His eyes brimmed with tears.

'Ah! Ah....Ah!' Hari followed Raghu laughing.

As soon as they entered the class, a few girls and boys flocked around Raghu.

'Hey! Raghu, what happened? Why are you crying?' the girl asked.

'Hari pinched me!'

'Why?'

'I don't know,' said Raghu looking at the red bruise on his arm.

'Oh! he is really bad.'

'I hate him,' said Swapna rubbing her nose.

'I too hate him, he always pinches and pushes,' said one of the girls.

'I'll never sit beside him,' said Rahul.

'I hate the sight of him.'

'The thought of playing with him irritates,' said the other boys.

As the children were talking, the teacher entered the class.

The children went back to their seats.

'What happened, Raghu? Why are you crying?' asked the teacher.

- Anonymous

Unit 2

Karate kitten

Kiran heard a shout, 'Kiran!', 'Kiran!'

'Oh! Rohit! Why are you late today?'

Kiran ran towards Rohit.

'I am about to go home. Come on, let's play for a while and then go.'

'I'm sorry Rohit, I'm not interested in playing now,' said Rohit.

'Why? What happened to you? Are you alright?'

'I am alright Kiran. But my father...'

'What happened to your father?'

'He got an injury on his head today,' said Rohit.

'Has he met with an accident?' exclaimed Kiran.

'No, it's not an accident, it's only an incident,' replied Rohit.

'Our new pet Kitten is the cause.'

'What! A kitten is the cause of the injury!'

'Yes, it's a long story.'

'Tell me quickly. It's already late.'

'No, I'll tell you tomorrow. I should go home. My father may be waiting for me.'

'Alright. Bye, Rohit.'

'Bye Kiran'

Both of them left the park.

Unit 3

Together We Live

Gopanna returned home tired and sat in the varandah.

'Sita! ... Sita!... bring me a glass of water,' he called his wife.

Laxmi, his daughter searched for water and found all the vessels empty.

'There is no water *Nanna*. *Amma* has gone to bring water from Rajanna's mango garden.'

‘Oh, did she go there? It is far away...’

Gopanna leaned against the wall and closed his eyes.

‘Look, *Nanna*, *Amma* is coming,’ shouted Laxmi.

Sita brought a half-filled pot.

‘So you have brought very little water,’ Gopanna asked his wife.

‘Yes, it’s very hard for me to fetch even this much of water. Thank God! At least we’ve got half pot today. There was a long queue. There is no guarantee that tomorrow we will get even this much,’ said Sita.

‘Nowadays life has become miserable.

No rains, no water, no cultivation...’

No food ...dry... everything dried up,’ said Gopanna sadly.

‘What shall we do now? Our cattle have also no food and water. We must do something,’ said Sita.

Then Gopanna slowly got up, jerked his towel and walked towards the Gram panchayat.

Unit 4

A Big Surprise

Lalitha came from the school.

She put her school bag in the cupboard.

Her mother is busy in the kitchen.

Lalitha searched for her father. ‘*Amma*, where is *Nanna*?’ she asked her mother.

‘In the garden,’ replied her mother.

Lalitha ran to the garden.

‘Oh! *Nanna*, you are here.’

‘Yes dear come on!’

‘*Nanna*, why are you digging the soil?’

‘I want to sow some seeds,’ replied her father.

‘Great! What seeds will you sow now?’

‘Um... brinjal, lady’s finger, beans, many other seeds’

‘Oh! *Nanna*, I like tomatoes. Do you have tomato seeds also?’
‘Yes, I know you like tomatoes. So I’ve brought them more.’
‘*Nanna, Nanna*, please give me tomato seeds, I’ll sow them.’
‘Sure, why not?’
‘But *Nanna*, when will tomatoes grow?’ asked Lalitha.
‘Wait, wait! First sow tomato seeds here.’
‘Then!’ said Lalitha.
‘Pour water regularly.’
‘Then!’
‘The seeds will grow into plants.’
‘Next!’
‘In a few months you’ll see many tomatoes in our garden.’
‘Wonderful, *Nanna*! Then I’ll have tomato curry, tomato pickle, tomato soup...’ clapped Lalitha.

Unit 5

The Food We Eat

‘Harsha! Chitra! Wake up. It’s already half past seven, we are getting late,’ shouted Dr. Aruna.
‘Just five minutes, mom, please...’
‘No, there is no time for us. Breakfast is ready and I am waiting at the table. Hurry up children! Let’s have our breakfast.’
‘Mom! What have you prepared for breakfast today?’
‘Idli and a glass of milk with millets in it.’
‘Oh! No, mom, I don’t want to eat those big white tablets and that raagi malt,’ said Chitra.
‘Why no? It’s good for health and moreover I don’t have time to prepare anything else, dear.’
‘But, why?’
‘Well, today I have to attend an important school programme. I’m in a hurry.’
‘What? A school function?’
‘Yes, I am supposed to give a speech today at Govt. Primary School Gopalapatnam. No more questions dear, get ready soon. It’s already 8 o’clock.’

Unit 6

The Witty Nasruddin

Nasruddin was a famous witty man. He delighted the people with his sense of humour. He was very simple and kind. Here are a few jokes of Nasruddin.

1. 'How old are you Nasruddin?'
'Forty!'
'But you said the same last time I asked you, two years ago.'
'Yes, I always stand by what I have said!'
2. One day Nasruddin was addressing the community.
'Dear community, I cannot remember anything to tell you,' he said.
His son, a clever boy was sitting under the chair, stood up and said, 'If you cannot remember what to tell us, can't you remember how to get down from that place?'
3. One day Nasruddin asked a wealthy man for some money.
'What do you want it for?'
'To buy an elephant.'
'If you have no money you will not able to maintain an elephant.'
'I asked for money, not advice.'

Unit 7

I Was Bad at Cricket

I walked slowly to the crease.

My pads and helmet were too big for me.

'Ha! Ha! Indians are sending in kids,' commented one spectator. Others laughed...

This was my first big game.

I took a deep breath.

I didn't look at any one.

All I saw was the ball.

The first ball was right on the middle stump.

I didn't swing the bat very hard.

I simply let the ball hit the bat.

There was no need for anyone to run.

The ball crossed the fence.

Four runs!
The spectators cheered up and clapped.
I made my fast bowlers look like slow bowlers.
Every strike of mine was a six or a four.
I made my first century.
Our team won the match.

Unit 8

Will Power

Rahul came back from school. He threw his bag, went to the bed room weeping.

‘What happened Rahul?’ asked his father.

‘Everyone in my class is teasing me. They are calling me a crippled boy. Therefore, I don’t like the school. I won’t go to school,’ Rahul said.

Rahul’s father sat beside him.

‘Stop weeping, Rahul! Though, you can’t walk properly like others, you’re a nice boy,’ said his father.

‘No, Daddy! I can’t play Cricket or Kabaddi like others,’ said Rahul.

‘You may not play outdoor games like Cricket, but you are good at Chess and Carroms. One day you may become a champion. Nobody will compete with you,’ Rahul’s father patted Rahul.

‘Of course, Daddy! Even our teachers are also not happy with my performance. Though I’m interested in studies, I could not get good marks,’ Rahul said sadly.

‘Don’t worry Rahul. You are learning many things in school. You can sing well, play chess and carroms. You need not worry about marks. You can become what you want to be in your life. Have you ever heard of Stephen Hawking?’

‘No, I haven’t.’

‘I’ll tell you something about him. You know he can’t move any of his body parts yet he has become a world famous scientist. This shows disability is not a curse. Cheer up, my boy.’

Appendix II

A Note to the Teacher

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

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

Learning outcomes expected at the end of the course

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

1. Descriptions (objects, persons, places, and experiences)
2. Conversations
3. Story containing events and dialogues
4. Rhymes / songs
5. Messages
6. Recipe
7. Notice/ Sign board
8. Posters
9. Letter
10. Enacting a Play

Salient Features of the new Textbooks

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

- Units are thematically organized with passages meant for listening and reading. Activities are focus on comprehension, expansion of vocabulary and building up grammar consciousness.
- Efforts have been taken to ensure that the learners get holistic input of language rather fragmentary one, in terms of language elements, vocabulary items, etc.

- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment.
- A few questions and activities have been included from the point of view of continuous and comprehensive evaluation (CCE). They do not target on any fixed responses; instead they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercise, reading and listening are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The Classroom Process

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

The Pre-Reading Session:

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

Reading

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

1. **Individual reading:** Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt

to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronting with a few barriers, caused by the unfamiliar words or structural complexities.

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

The Post Reading Session

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

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

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

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

Addressing Listening, Speaking, Reading and Writing

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

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

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

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

Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose **Continuous and Comprehensive Assessment** at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment **for** learning and assessment **as** learning which are distinct from summative assessment **of** learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

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

Tools available for performance assessment related to a specific unit

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

Stages of Assessment

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

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?

- What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
 3. Giving proper positive feedback to the learners in the form of qualitative statements
 4. Recording assessment in terms of the indicators

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

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