

My World in English

Class – V

TEXTBOOK DEVELOPMENT AND PUBLISHING COMMITTEE

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Published by

THE GOVERNMENT OF ANDHRA PRADESH

***ALL FOR ONE
AND ONE FOR ALL***

***LESS POLLUTION
IS THE BEST SOLUTION***

i

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PREFACE

English has become a preferred language of Education among students hailing from urban as well as rural areas. Therefore, the government of Andhra Pradesh introduced learning of English as a second language from class I onwards with effect from the academic year 2011-12. Since then, the State Council of Educational Research and Training (SCERT) has been putting in its best efforts to produce and publish the most appropriate textbooks to meet the requirements of the students and to reflect the pedagogical standards as maintained by the National Curriculum Framework 2005 (NCF 2005).

The SCERT had a good deal of discussions on the FEEDBACK, which it obtained from their teachers, students and parents in general on the existing English language textbooks. These discussions impelled the SCERT to review and redesign the English texts for classes I to V. The redesigning has continued the useful features of the existing books and brought in a few innovative ideas to make the books more useful. In the process of learning, the SCERT firmly believes that any textbook prescribed should not only ensure facilitation of learning but also enhance the acquisition of knowledge. Keeping in view the pedagogical interests of the teachers and the taught, the SCERT, while preparing the texts, has kept the following points in mind:

- Students are exposed to the known vocabulary initially, and then to the unknown
- Missing links at LKG and UKG are included for the students in classes I and II
- Flash cards are used for classes I and II, which is given under 'say aloud' in class I and in the 'appendix' in class II.
- Guidelines are provided to the teachers after every lesson showing clearly as to how each lesson can be taught to effect learning. This is based on the maxim *successful teaching is successful learning*.
- All the teachers at primary level should adopt a *bilingual instructional method* to facilitate the process of learning. Use of regional language should consistently be decreased from 80% to 10% in primary schools, class I to V
- Reading cards are included in the texts in classes III to V and the students should be encouraged to go beyond what is prescribed in the book
- Vocabulary has been graded according to their use and also their relatability to the experience of the students
- Pictures/ images are made expressive and relatable in all the texts
- The SCERT will be using online services to meet the academic needs of the students at large, especially for CDs
- The aim is to make the students, at the end of five years learning period, competent to read, write, speak, comprehend speech, elocute and communicate well

I hope these English textbooks will help teachers and students to reach their targets.

I thank all the teachers and staff members of the SCERT and others who contributed directly or indirectly to the successful production of these textbooks.

The SCERT welcomes any suggestion for the further improvement of these textbooks.

Date: 22-2-2016
Hyderabad

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OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala dayaka, jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya, jaya, jaya, jaya he!

PLEDGE

- *Pydemmaree Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals

To my country and my people, I pledge my devotion.

In their well being and prosperity alone lies my happiness.”

Jai Hind.

Note to the teacher:

- I) Before coming to school, the children know their family and environment, and talk to each other in their own language. When they come to school, they realise that the same world can be viewed and talked about in a new language. Hence the title ***My World in English***.
- II) Mother tongue can be used very judiciously and methodically to teach a new language; *successful teaching is successful learning*. Textbooks are an excellent source for the teachers to teach and for the learners to learn.
- III) The new books are developed according to the principles enunciated in National Curriculum Framework (NCF) 2005, A.P state curriculum Framework (AP SCF) 2011 and they are in consonance with Right to Education (RTE) 2009.
- IV) These books are guided by two basic principles:
 - i. Grading of content and expression and
 - ii. Relatability to the experience of the children of Andhra Pradesh.

While introducing points of grammar, care has been taken for the minimal use of technical terms, and examples precede the concept for quick comprehension.

Class V

Class V textbook is thematically complex and varied. Birds, animals, fishermen, kings and their good spirit, inspiring personality, saintly persons and artistic excellence are all here. Glossary, comprehension questions, vocabulary, grammar writing exercises, project work are followed in each lesson by self-assessment and a note to the teacher. As class V takes the children to high school they are expected to speak, read and write reasonably well. That's why this textbook is designed to help the teacher achieve the target.

Besides the note to the teacher at the end of the lesson and what is mentioned here, a teacher's handbook is being made available more as a reference book regarding pronunciation, grammar and appropriate use of language and the strategies to be adopted to achieve the results.

CLASS – V



CONTENTS

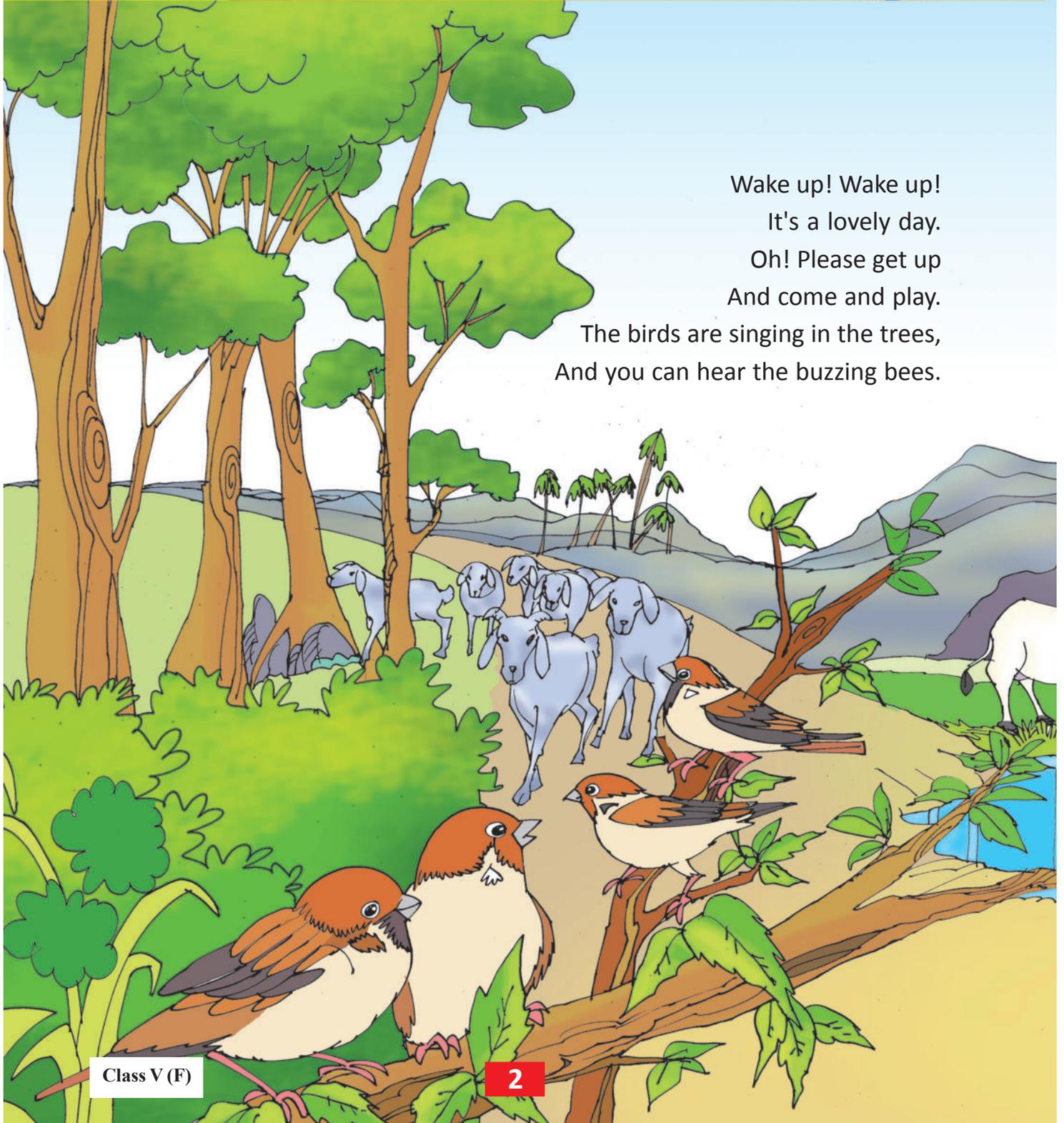


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Wake up!



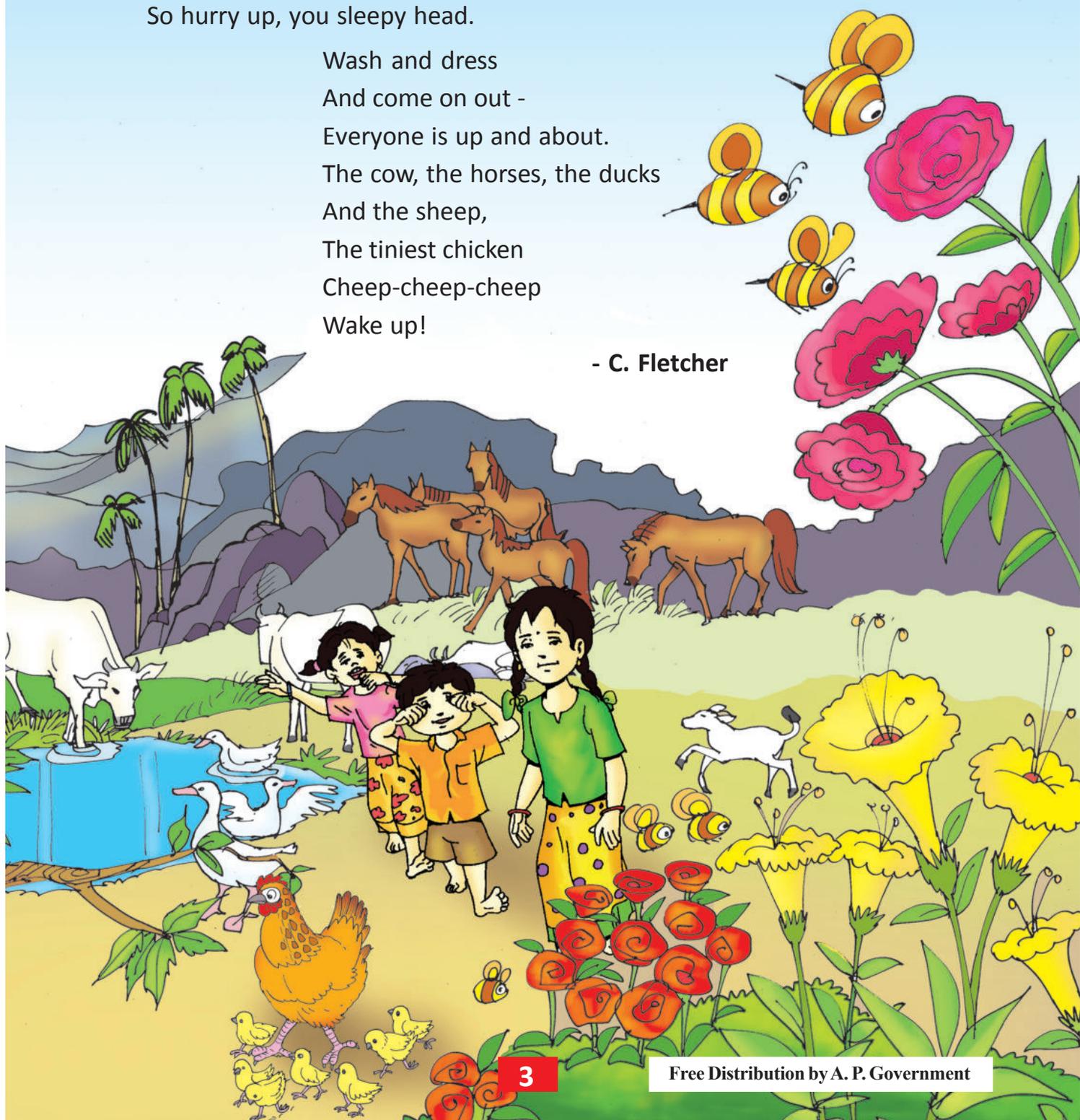
Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
The birds are singing in the trees,
And you can hear the buzzing bees.



Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
It's much too late to lie in bed,
So hurry up, you sleepy head.

Wash and dress
And come on out -
Everyone is up and about.
The cow, the horses, the ducks
And the sheep,
The tiniest chicken
Cheep-cheep-cheep
Wake up!

- C. Fletcher



Say these words: (rhyming words)

day, play trees, bees bed, head out, about sheep, cheep

Glossary:

lovely	:	pleasant
buzzing	:	sound made by bees
hurry up	:	be quick
sleepyhead	:	someone who has started to wake up
tiny	:	very small

Comprehension:

Answer the following questions.

1. Where are the birds singing?
2. How is the day?
3. What creatures are already awake?
4. Which is the smallest being in the poem?
5. What time do you wake up in the morning?
6. Do you think waking up early in the morning is a good habit? Why?
7. How does the nature look in the morning?
8. "Early to bed, early to rise, makes a man healthy, wealthy and wise."
What does this sentence mean?
9. Write some lines about the things you see around your house when you wake up early in the morning?
10. Do you love to watch birds in the morning?



Picture for interaction:



Points for Discussion.

- ❖ Where are the birds?
- ❖ Are they flying?
- ❖ How are the birds?
- ❖ Do you think they are safe and happy?
- ❖ What do these birds eat?
- ❖ Have you ever seen such birds?
- ❖ Have you ever seen birds flying in large groups in the sky?
- ❖ Do you know what these birds are called?

Reading card:

Flamingo festival

It was Saturday evening. The time was 8 o'clock in the evening. It was very cool. Very soon we were going to have our Sankranti holidays. Sumathi, my sister came running to me. She was jubilant. "Sister! You are very joyful. What are you good up to?" I asked her. "Ravi! Here is some news for us. We are going on a picnic. We are going to visit Nelapattu bird sanctuary tomorrow!" She said. My sister is a student of 6th class. I am in 5th class. We both are studying in Dr. S.R.K School in Nellore. "What is a bird sanctuary?" I asked her. "Ravi! A bird sanctuary is a place where birds are protected. It is a comfortable place for the



birds to live in and to breed," she replied. "I was keen to go there and watch the birds," she added.

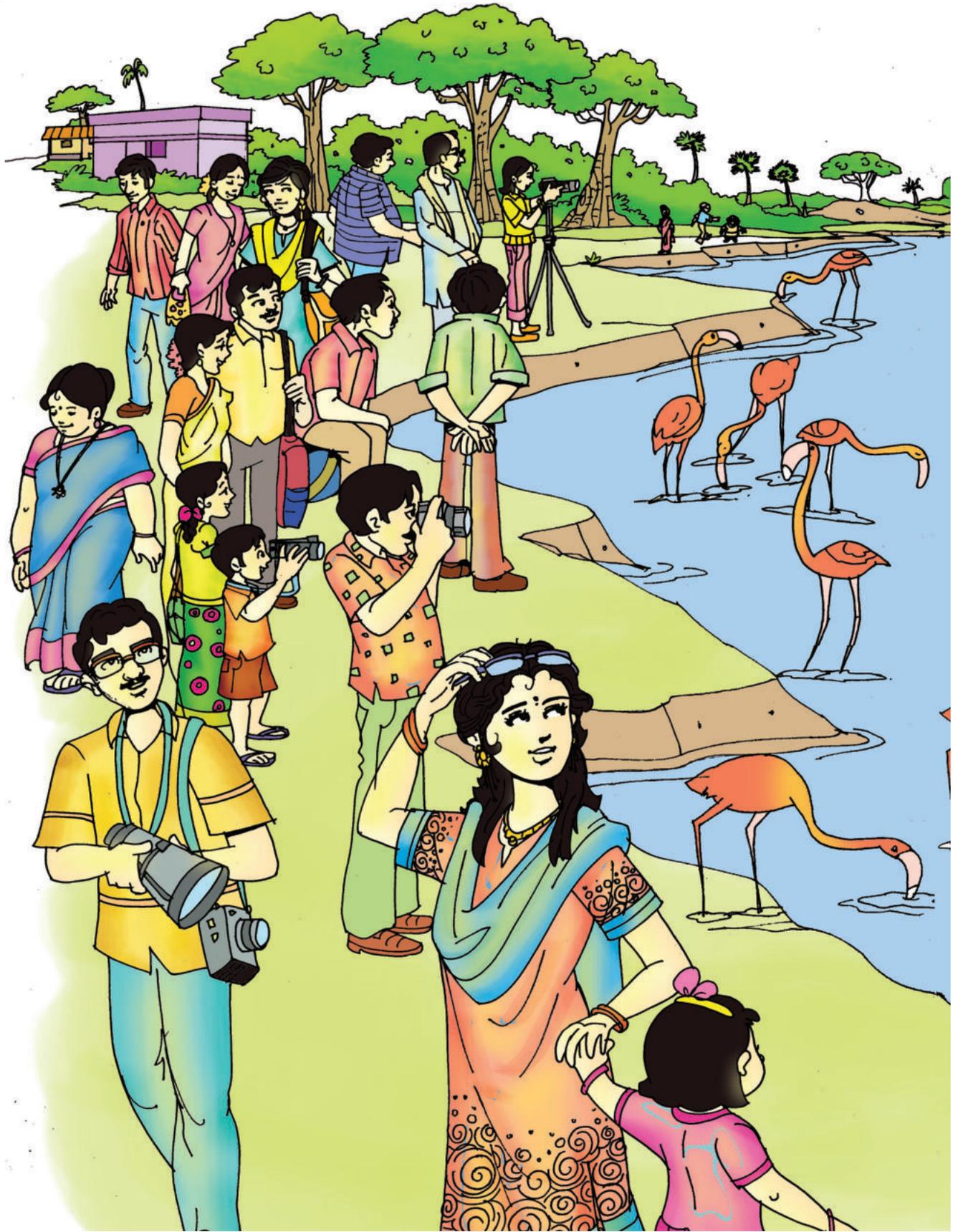
We woke up at 5:00 AM on Sunday morning. Mother packed some Pulihora. I took my camera. My sister was looking for something. "Have you seen my

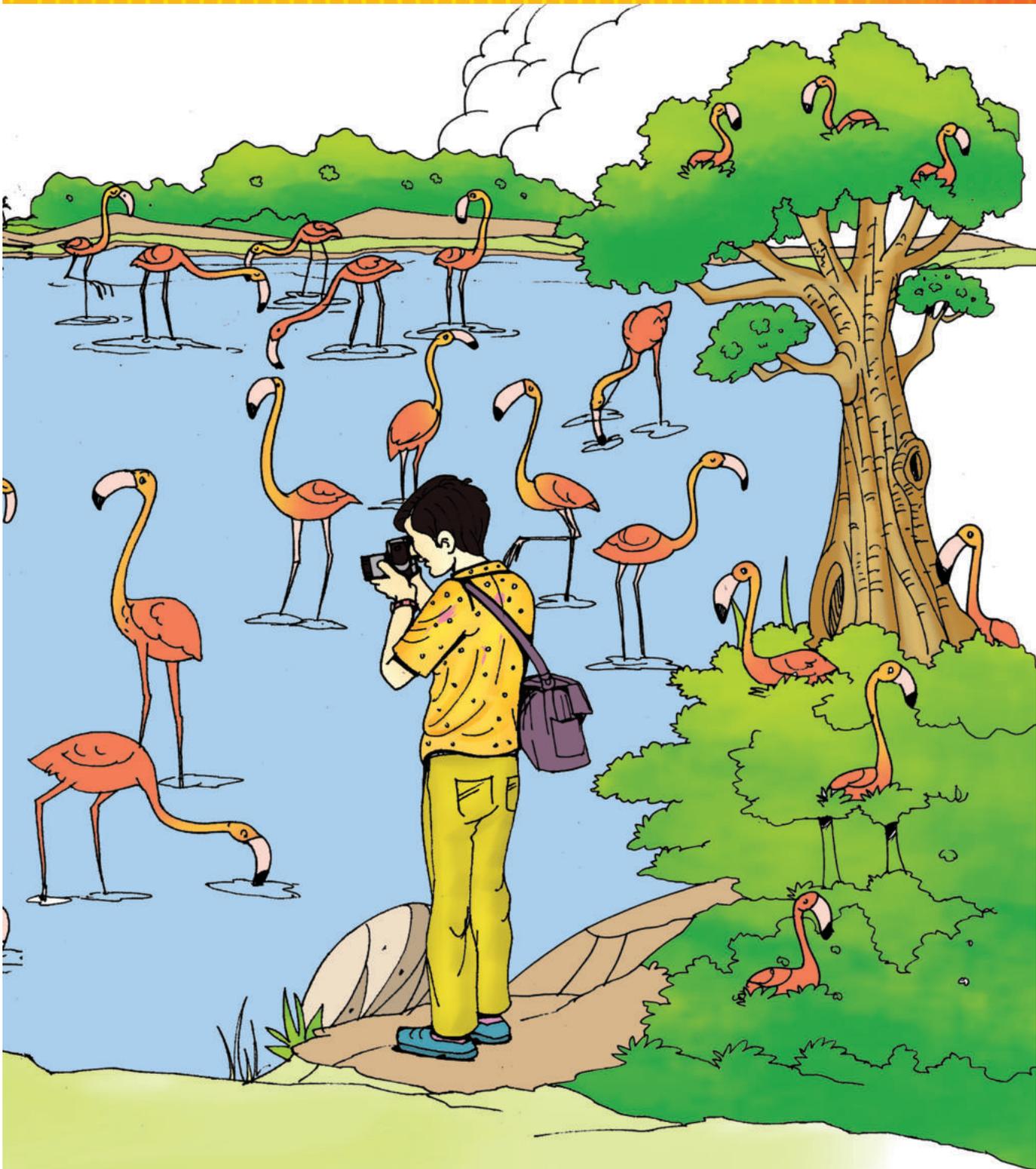


skipping rope? she asked. It is there in your school bag, I said. She took her chessboard and skipping rope. Father took the water can. We all set off for the picnic. We reached Nellore railway station at 6:00 AM. We boarded a passenger train. We enjoyed the train journey. At eight, we got off the train at Doravarisatram railway station.

We took an auto and reached the place that looked like a big pond. I was surprised to see many people there. They were all watching birds. Some girls were taking photos of the birds with their cell phones. The birds were white, brown and grey in colour. They had long necks and long legs. "Ravi! Look at those pelicans! They are breathtaking!" said my sister. The Forest Department was taking care of the area. A guide came to us to explain about the place. He told us that many birds come to this location every year from faraway lands. They fly many days to reach this place.

"What is the best season to visit this place, Uncle?" I asked the guide. "January is the best time for watching the birds," he replied. Spot-billed pelicans attract most of the visitors. Many other kinds of birds also reach Nelapattu for shelter





and breeding. The local people treat the birds as their guests. There are many trees in and around the lake, and the birds live in those trees.

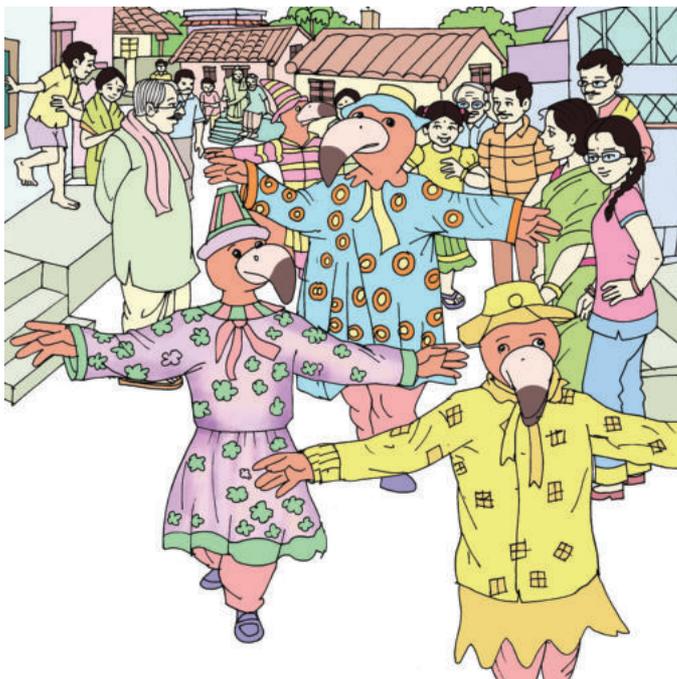
The guide took us to a film show set out by the Forest Department. The

film was about the life of birds. I came to know some interesting things about these birds from the movie. About one hundred and eighty-seven kinds of birds come there. Around fifty of them are from foreign lands.

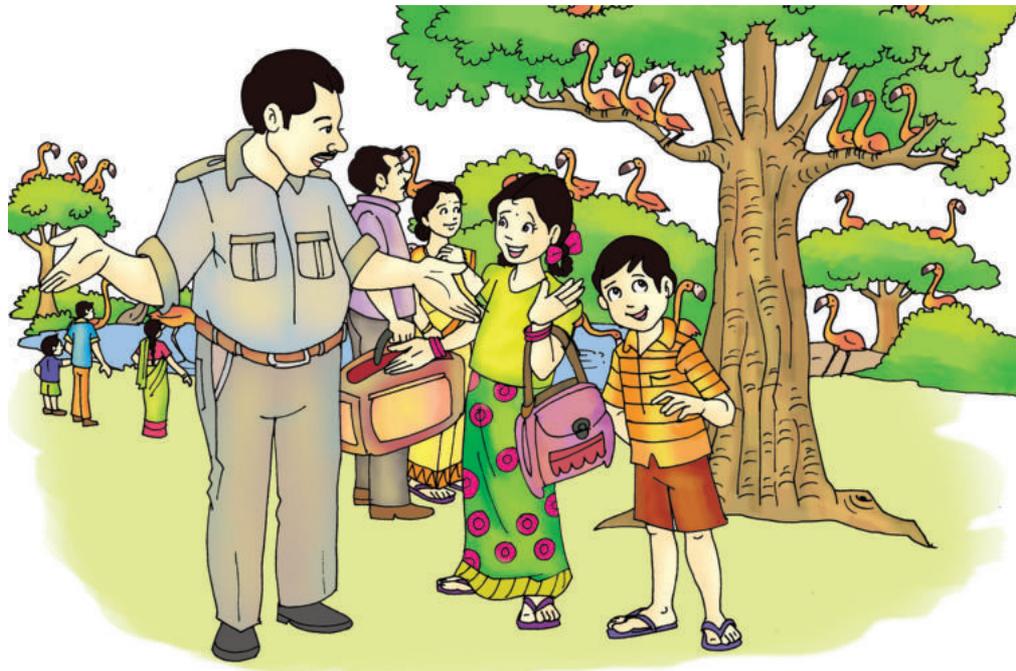
After the show, my father bought us a set of binoculars. We watched the birds through it. They seemed to be very near. We took many photos of the birds. "Shall we take some selfies?" asked my sister. "Sure! We shall take many selfies" said father. "Shall we have our lunch?" asked mother. We finished our lunch in just 30

minutes. "Oh! The Pulihora was very tasty!" said father. We played under the trees for some time. Later we reached Sullurpeta.

Sullurpeta town is near Sriharikota, which is famous for rocket launching.



The Government of Andhra Pradesh celebrates Flamingo festival every year during the month of January to develop tourism. The Flamingo festival is the celebration of birds. This is a leading event in Sri Potti Sri Ramulu (SPSR) Nellore District. Several prominent persons such as Ministers, District Collector, and other leaders take part in the event. Thousands of people enjoy visiting the place,



especially during the festival.

Luckily it was Flamingo festival on that day. The Government had arranged an exhibition at Sullurpeta as part of Flamingo festival. Children from many places across the district took part in cultural programmes. It was 7:00 PM. We ate some fruit and started back home. We boarded a train and reached Nellore in about an hour and a half.

The next day, I went to school. "Ravi! Where did you go yesterday?" asked my friends Ram and Saleem. I told my friends about our trip. They were all excited. Dear friends! Visit Nelapattu bird sanctuary and take part in the Flamingo Festival. That would be a great fun and educative too.



Flamingo



Pelican

Glossary:

What are you up to?	: what are you thinking of doing?
eager	: showing interest to do something
pack	: put the things in a box or bag
pulihora	: tamarind rice, a popular food item in A.P.
set off	: to start on a trip
reach	: to arrive at a place
breathtaking	: surprising and impressive
board	: to get onto a train, boat etc...
get off	: to leave a train, bus, etc...
surprised	: happy feeling caused by something
take care of	: to protect something
guide	: a person who shows tourist centre and comments on different aspects of the place
faraway	: a long way away
important	: of great value
among	: being a part of a group
shelter	: a place that gives protection
breeding	: the process of having young ones
in the middle of	: at the central point
around	: approximately
seem to be	: as if they are
near	: not far away
selfie	: a photograph that you take of yourself
celebrate	: enjoy an occasion
flamingo	: a large pink or red bird with long neck and long legs, living near water.
festival	: a special day or event
exhibit	: put something in a public place for people to look at it

exhibition	: a place where things are exhibited
fruits	: different fruits like mangoes, bananas etc...
fruit	: one or more pieces of the same fruit eg: a kilo of apple is 'fruit' not 'fruits'
take part	: to involve actively
educative	: providing knowledge

Comprehension:

A. Write answers to the following questions in your exercise book.

1. Why was Sumathi jubilant?
2. What things did Ravi's family take for the picnic?
3. What is a bird sanctuary?
4. How are the birds in Nelapattu? Describe them in three or four sentences?
5. What is a Flamingo Festival?
6. What would you like to take with you while going on a picnic?
7. Where is Nelapattu bird sanctuary situated?
8. How is a pelican different from a flamingo?
9. Have you ever watched rocket launching on Television? How did you feel when you watched it?

B. Read the following sentences and write TRUE or FALSE in the brackets.

1. Ravi's family watched many animals in the sanctuary. []
2. The guide explained about the birds. []
3. Sriharikota is famous for the fishing harbour. []
4. Sriharikota is near Sullurpeta. []
5. Binoculars are used to shoot birds. []
6. The Government of Andhra Pradesh celebrates Flamingo Festival every year. []
7. Ravi and Sumathi did not enjoy the trip to Nelapattu. []
8. The local people of Nelapattu treat the birds as their guests. []

Vocabulary activities:

A. Use the following words to fill in the blanks.

Government watch celebrated run take part

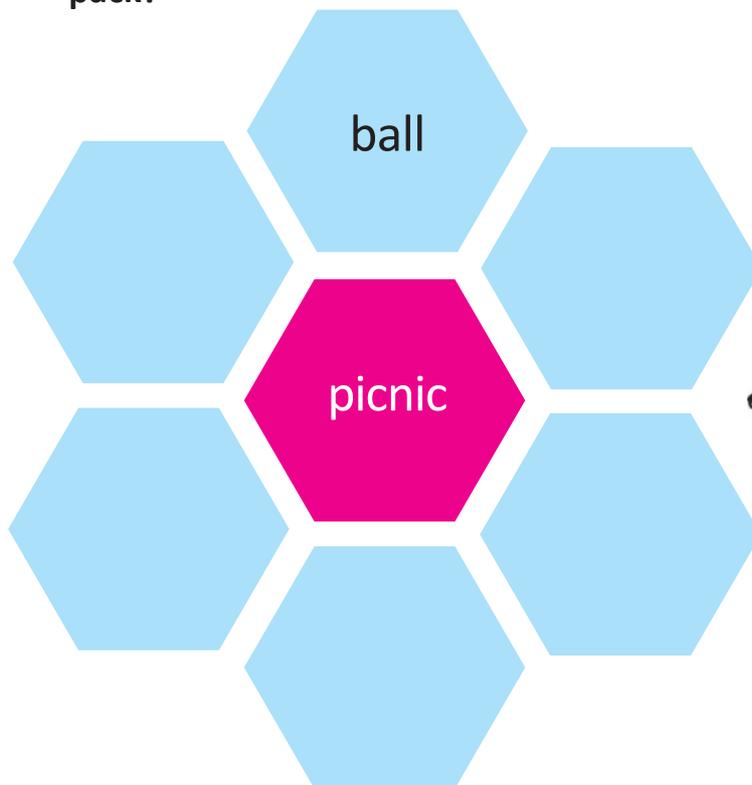
My sister Manjeera runs two kilometers every day. She is going to _____ in a running race. She likes to _____ with her friends. She received many prizes from the _____ of Andhra Pradesh. She loves to _____ T.V Programmes. Last week she _____ her birthday with her friends.

B. Find the hidden words and draw a circle around them.

attract protect picnic station beautiful
shelter arrange foreign rocket festival
important train express

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

C. Think that you are going on a picnic. What things would you like to pack?



Language activities:

A. Read the following lines.

That would be great fun. That would be educative too.

We can combine these sentences and say.

That would be great fun and educative too.

❖ 'And' is a conjunction, and it is used to combine two items.

Combine the following sentences using 'and'.

1. Ravi is a good dancer. He is a sportsman too.
2. This water is salty. It is dirty too.
3. She can play cricket. She can play basketball too.
4. This rose has colourful petals. It has a pleasant smell too.
5. The Godavari is the biggest river in South India. It is the longest too.

B. Study the following lines.

1. We all **set off** for the picnic.
2. They **got over** the problems and finally went home.

Here in the first sentence the word '**set off**' as a unit means 'started'.

In the second sentence, the word '**got over**' as a unit means 'found a way to solve'.

The words that are formed by combining a verb and a preposition are called 'phrasal verbs.'

Fill in the blanks in the following sentences choosing the correct expressions from those given in brackets.

1. Rajani is _____ her purse. She kept somewhere.
(looking for/looking at)
2. The king heard that Rangaiah was a great magician. He _____
the magician. (sent for/sent in)
3. The old woman was suffering from a disease. She _____
last Sunday. (passed away / passed in)
4. Last year John _____ from the school. The teachers
brought him back to school this year. (dropped out / dropped in)
5. "Hai! Swetha here is some good news for you. Our Headmaster
_____ our proposal to take the children on a picnic to the zoo
next week. (agreed to / agreed by)

Writing activities:

A. Write your responses to the following.

1. You are planning to travel by train to a distant place. What things do you keep with you?

Ans: _____

2. You reached a place for a picnic. What would you like to do there?

Ans: _____

3. Think that you visited Nelapattu yesterday. Write four sentences about your trip.

Ans: _____

4. How do you feel when you see a dancing peacock?

Ans: _____

5. If you have a camera what things will you shoot?

Ans: _____

B. Here is an entry from the diary of Sumathi. Study it carefully.

Today is a beautiful day. Our family visited Nelapattu bird sanctuary. We enjoyed the train journey. It's a nice place. The birds are very beautiful. I did skipping under the trees. Ravi made many friends there. I wondered how a bird from a foreign place could fly such distance! The baby birds are so tiny. I enjoyed the film show there. In the return journey, I travelled by a super-fast express train for the first time. It's a nice trip.

Now write your diary for a day.

Ans: _____

Part – C

Project work:

Collect information about the other bird sanctuaries in Andhra Pradesh and fill in the following table. You can take the help of your friends, parents and teachers to get the information.

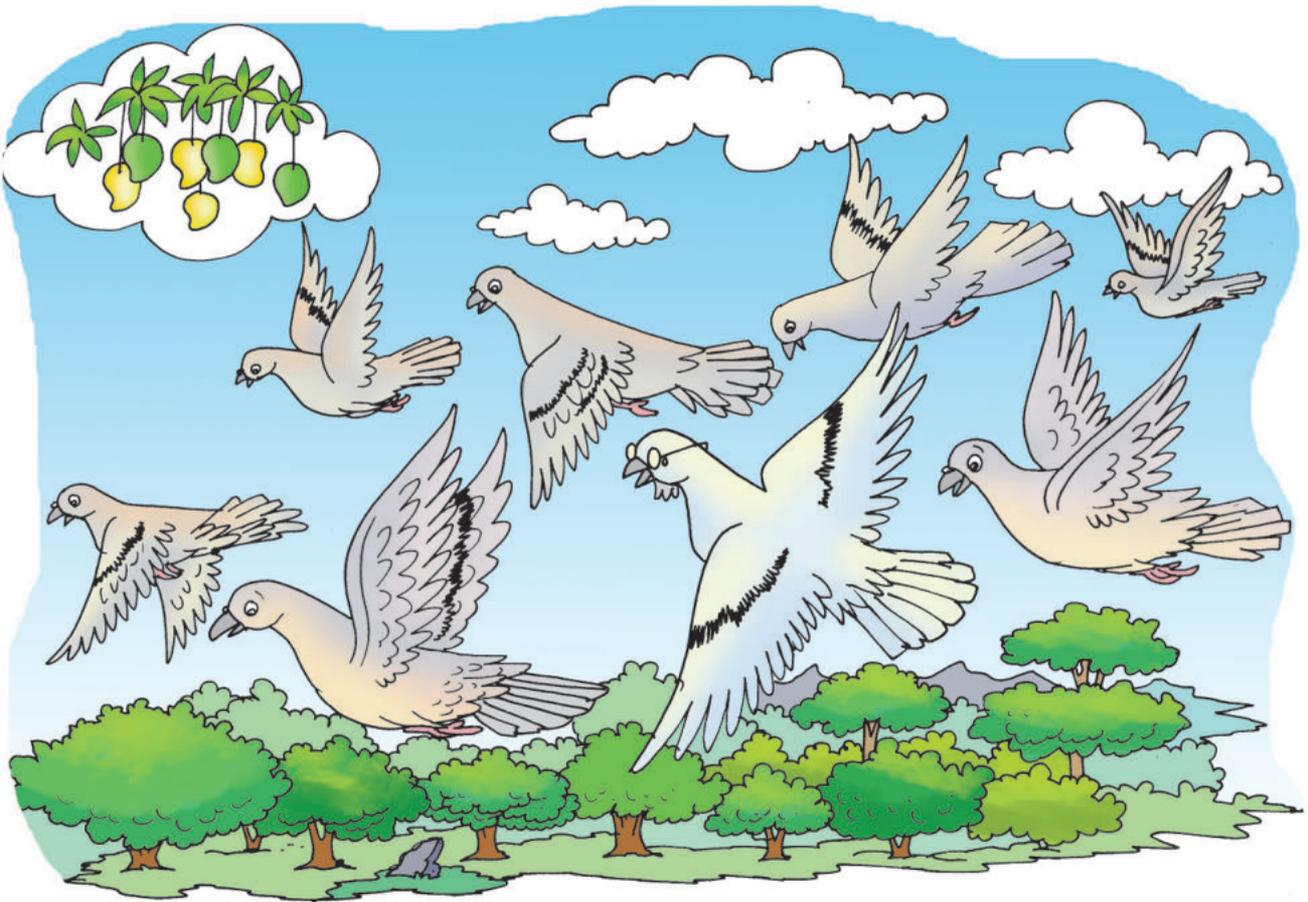
Name of the bird sanctuary	Place	District	Best season to visit	Kinds of birds we can watch



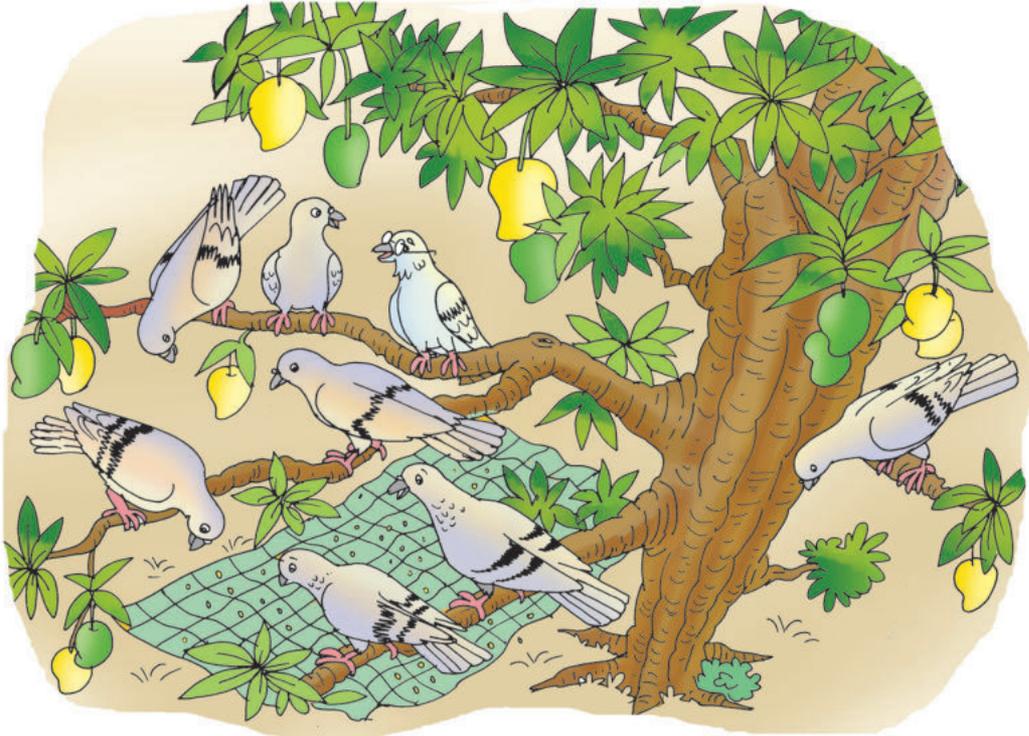
Reading card:

The wise bird

One day a flock of doves fly across the sky. Some of them are young, and some are old. They are flying over a forest. "How beautiful is this mango tree!" said a young dove. "Yes! I like to play in big trees," said its friend. "We can build our nests and have babies on big trees," said an old dove. "I like to eat green mangoes," said another dove.

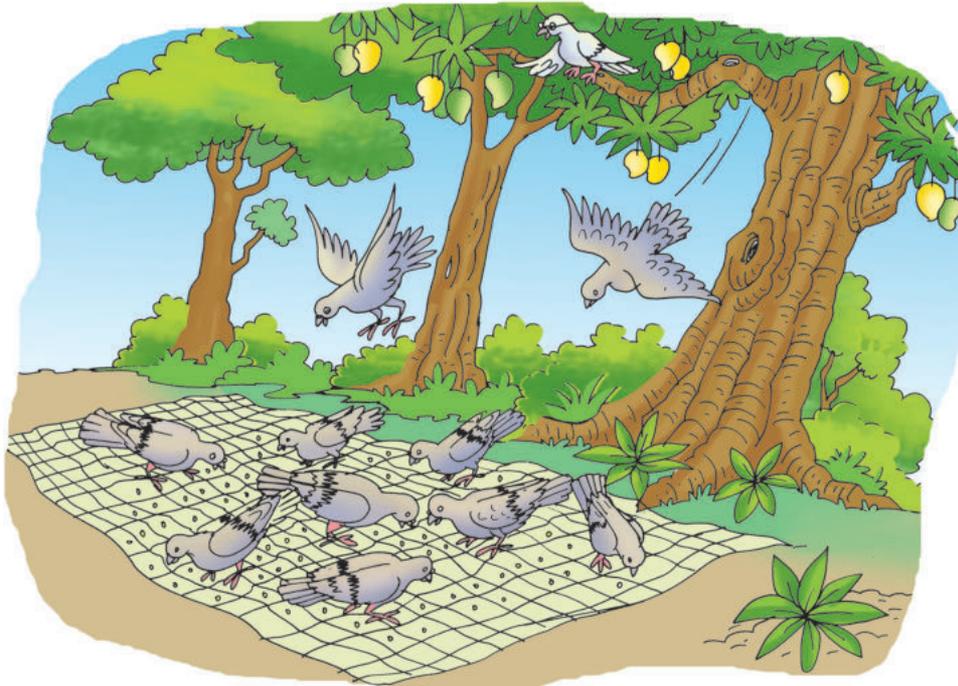


"Shall we take some rest on this mango tree?" asked a young bird. "Sure! I too need some rest!" said its friend. "It's a good idea!" said a dove, "In the meantime I will eat some mangoes." All the birds perched on the big mango tree.



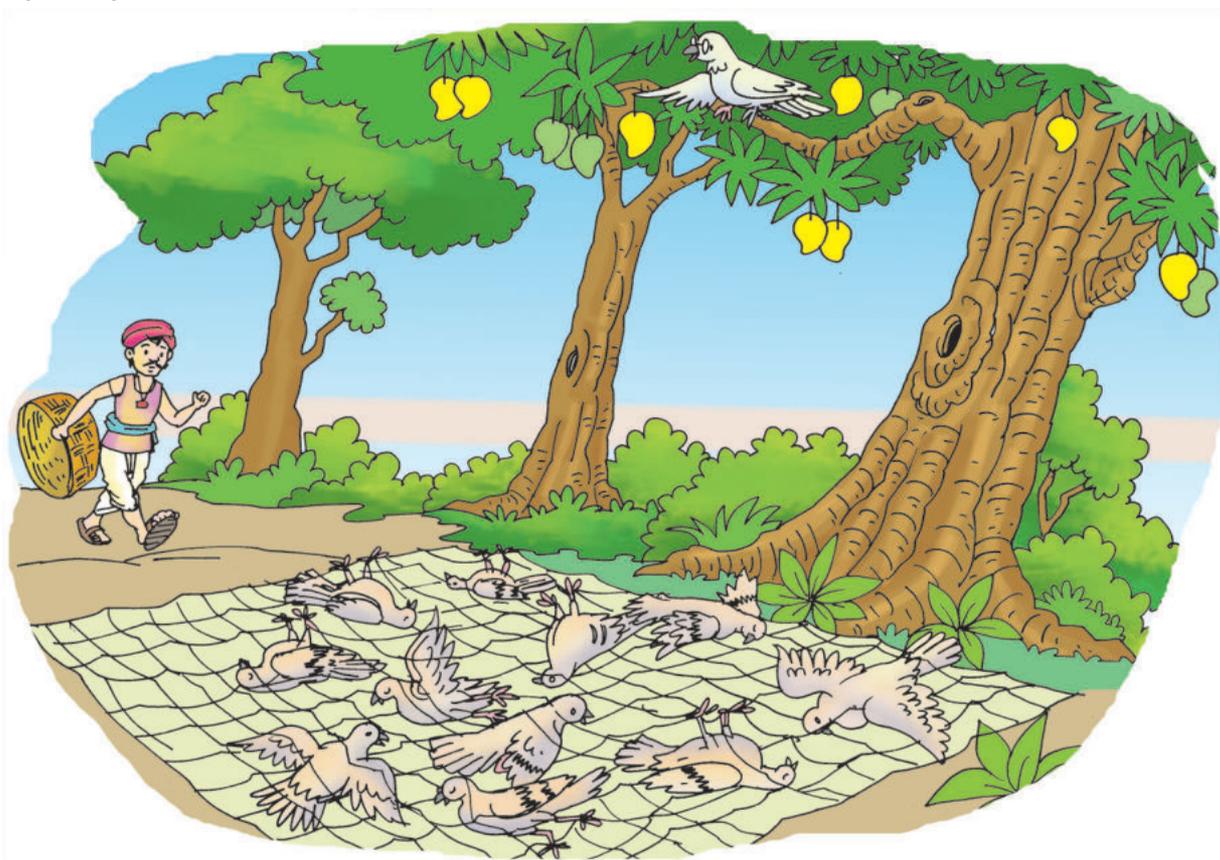
"Hey! Look there are some nuts on the ground. Why don't we eat them?" said a young bird.

"Oh! My dear birdie! This is a forest. How can there be nuts on the ground in a forest? Think a while," said the oldest dove. "But I like nuts very much. I am



hungry too," said the young bird, "I'm going to eat them." All other doves except the oldest bird followed it to the ground to eat nuts.

"Oh! My God! Dear friends! We are trapped in a net," said a dove. "The hunter will come and kill all of us," cried all the birds, "What shall we do now?" The old bird sitting on the branch of the mango tree was watching all this. It got an idea. "Oh! My dear friends! Will you listen to me? I've an idea. You pretend to be dead when the hunter comes to you. He will free all of you from the net to put you in his basket. When he releases the last one of you, I'll make a big sound. Then all of you fly at once."



In the evening the hunter came. "Today is the luckiest day in my life. I could get a good number of birds at a time," said the hunter, "My wife loves to eat dove's meat. Today we can have a pleasant dinner." His mouth started watering. He began to free one bird after other from the net. The old bird was watching all this from the branch of the tree. The hunter freed the last bird from the net. Immediately the old bird made a big sound. All the birds flew at once.

They flew up into the sky. "How smart these doves are!" said the hunter. All the birds thanked the old bird. "You saved us today. You are sagacious. Thank you very much," said all the birds.



Glossary:

perched	:	sat
trapped	:	caught
pretend	:	act
sagacious	:	wise



Activity:

Rearrange the following sentences in correct order and write them in your notebook.

1. A dove saw some nuts under the tree.
2. The old bird gave an idea to them.
3. They wanted to take rest on the mango tree.
4. All the birds flew away when the old bird made a big sound.
5. One day, some birds fly across the sky.
6. He freed them to keep them in his basket.
7. All the doves except the old one went down to eat the nuts.
8. The hunter felt happy to see many doves in his net.
9. They were trapped in a net.
10. The birds thanked the wise old bird.

Write the plural forms of the following words. Some examples are given.

Eg: church	-	churches	child	-	children
dove	-	doves	mouse	-	mice
temple	-	temples	ox	-	oxen
tree	-	_____	nut	-	_____
baby	-	_____	bird	-	_____
mango	-	_____	house	-	_____

Listening input:

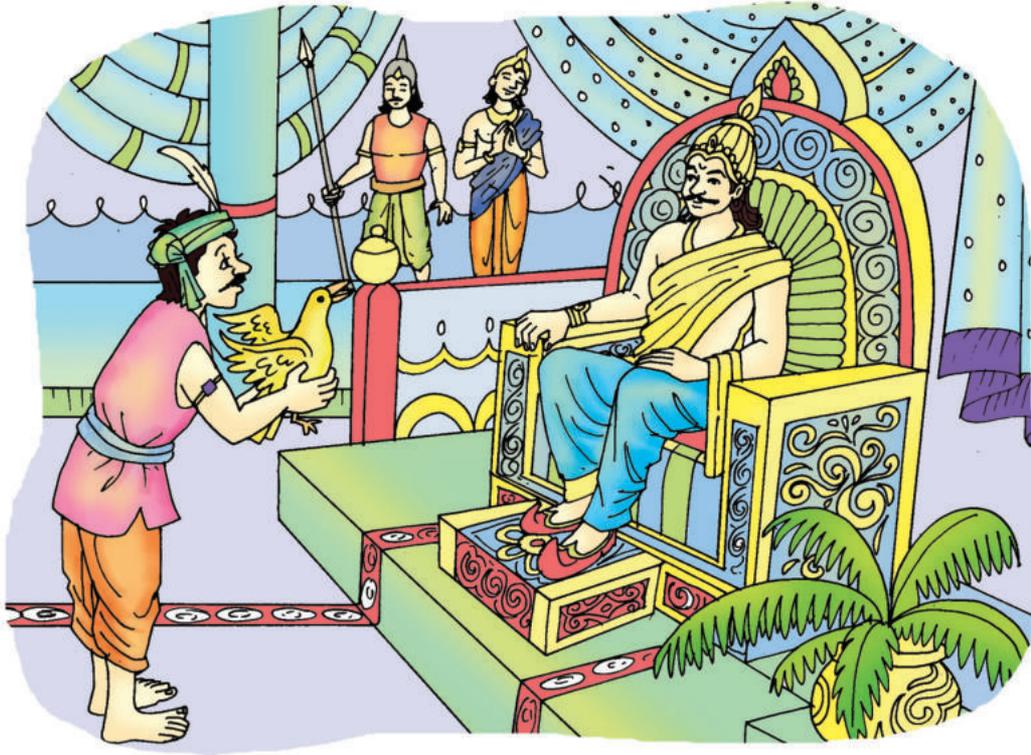
The golden bird and the king

Long, long ago, there lived a magic bird by the name of Sindhuka in a thick forest. It laid golden eggs.

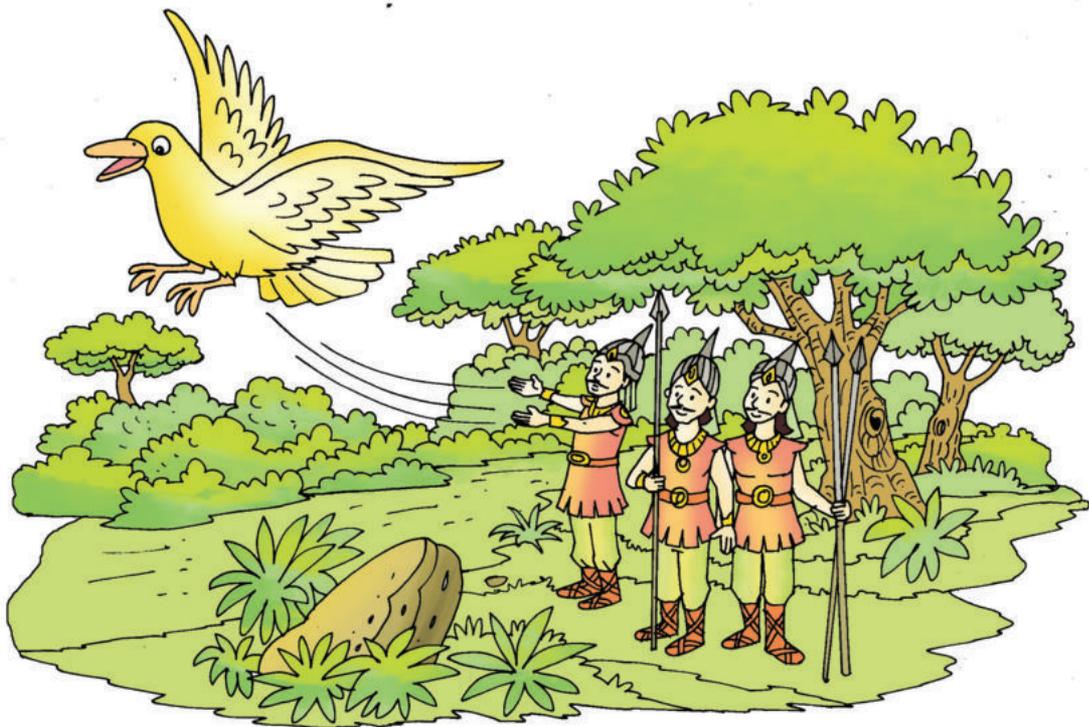
Once, a hunter came to the forest. While hunting, he came near the tree in which lived the magic bird. He saw the bird laying golden eggs. He caught the bird in his net and returned home. But he was afraid of keeping the bird in his captivity. He thought that the magic bird would lay him golden eggs. Soon he would be rich. The king might think that he became rich by stealing others' money. He might send him to jail. So it was better that he presented the magic bird to the king.



Thinking thus, the hunter gave the magic bird to the king. The king was jubilant to have such a magic bird. He ordered his servants to take care of the bird, so that it laid more and more golden eggs.



But the attendants said to the king, "Your Majesty, this is all a hoax. How can a bird lay golden eggs?" This created doubts in the mind of the king. He ordered his attendants to release the bird in the woods.



The attendants, after that, released the bird in the woods.

The bird flew in the sky and thought to itself, "This seems to be a fool's kingdom. The hunter knew that I laid golden eggs, but he gifted me to the king. The king in turn gave me to the attendants to release me in the woods. The attendants too didn't ever believe in my magical qualities and spoke to the king against me. And the biggest fool of them was I, who landed in the hunter's net."

Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Wake up. b. Flamingo festival. c. The wise bird.			
2. I could do the exercises with the help of my friends, teachers and parents.			
3. I discussed the beauty of nature.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work.			
7. I will not hurt any bird hereafter.			
8. I have written answers to the questions.			

Note to the teacher:

Poem: Wake up: Theme: Good habits and beautiful morning

Prose: Flamingo festival: Theme: Conservation of Nature

Reading card: The Wise bird: Theme: Listen to elders. (Moral story)

Teachers are requested to keep in mind the above themes while dealing the lessons. They should read the lessons several times before taking them up in the class. The language elements are to be taken care of while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

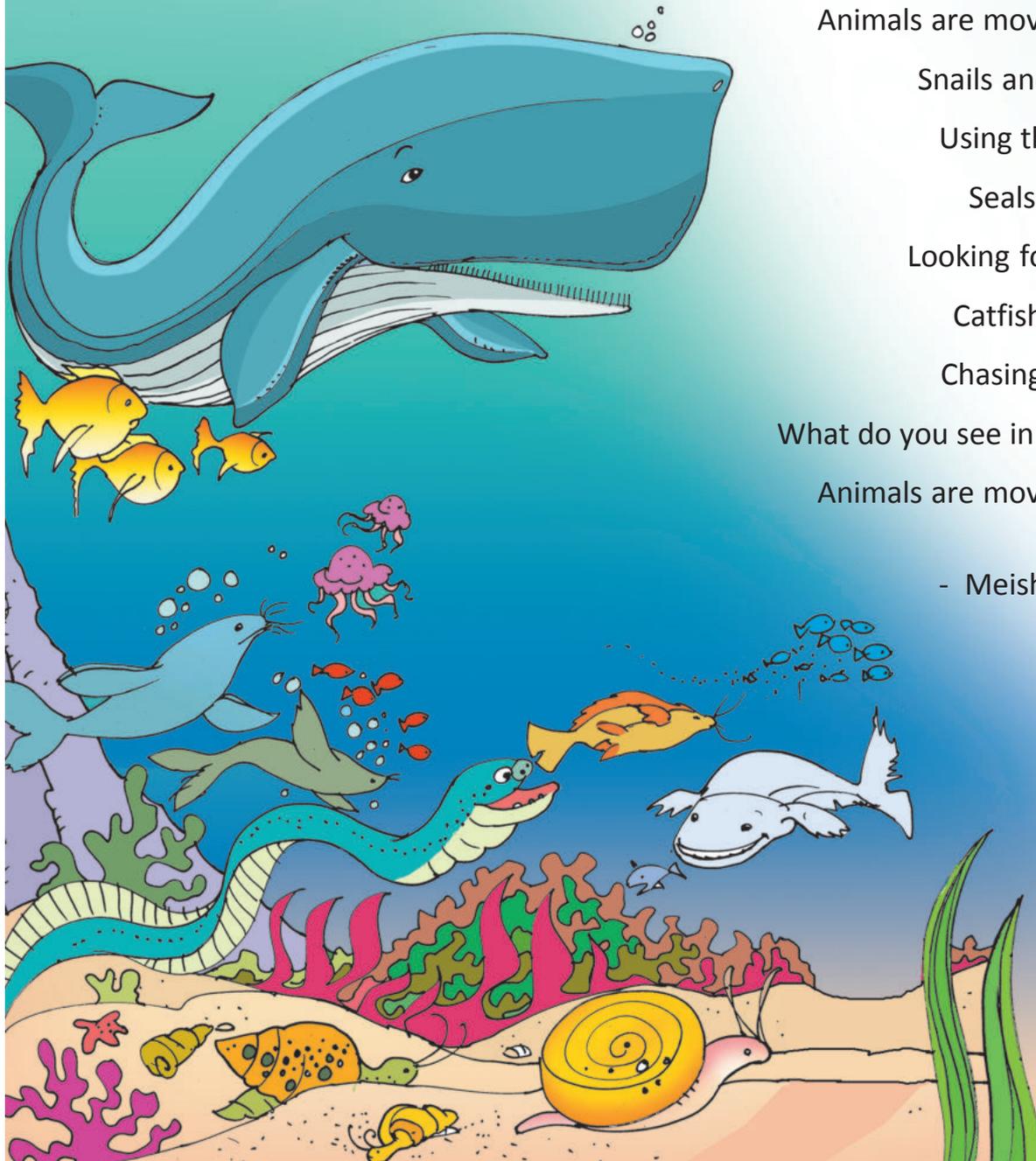
The poem is to sensitize the child about healthy habits and beauty in nature. Please take care of rhyming words, sensibility and rhythm in the poem.

Flamingo festival is a local festival organized by the Government of Andhra Pradesh in a big way. It is held in and around Sullurpet, Nelapattu and Pulicat lakes of S.P.S.R. Nellore Dt. This lesson is intended to bring the importance of the birds in the ecosystem.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in the glossary. If you want to know the word in English for an idea or a thing use a Telugu - English dictionary. If you want to know the meaning of an English word in Telugu use an English - Telugu dictionary. Focus on active vocabulary and design some more activities to reinforce those words.

Help the child in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the child to think and guess. It improves comprehension also.

Sea animals



What do you see in the sea?

Animals are moving free!

Snails and whales

Using their tails.

Seals and eels

Looking for meals.

Catfish, flatfish

Chasing fat fish.

What do you see in the sea?

Animals are moving free!

- Meish Goldish

Match the rhyming words by drawing lines.

A

sea

whales

eels

flat fish

B

meals

fat fish

free

tails

Comprehension:

A. Answer the following questions.

1. Which words in the poem are the names of sea creatures?
2. Have you ever visited a beach?
3. Do you like playing in sand and water?
4. Have you ever built houses of sand?
5. What is the largest sea animal?



Picture for interaction:



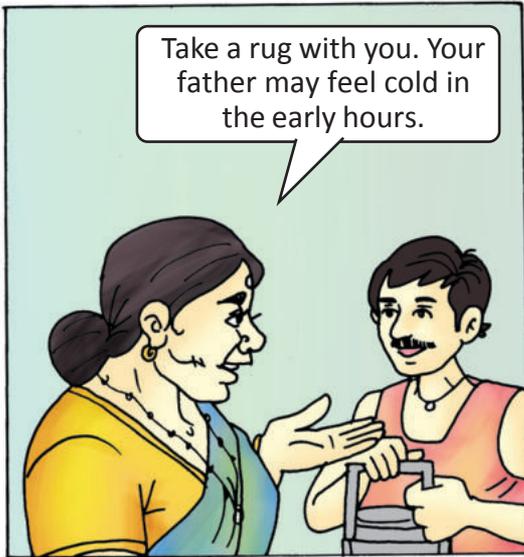
Points for Discussion.

- ❖ Have you ever seen a sea?
- ❖ Is the sea large or small?
- ❖ How many men are there in the boat?
- ❖ Is it a motor boat?
- ❖ What are the men in the boat doing?
- ❖ Why do you think these men go into the sea?
- ❖ How is the sea water? Sweet or salty?
- ❖ Do you know swimming?
- ❖ Have you ever heard of cyclones and storms?
- ❖ Have you ever seen high-speed winds?
- ❖ What do we get from the sea?
- ❖ Who do we call fishermen?

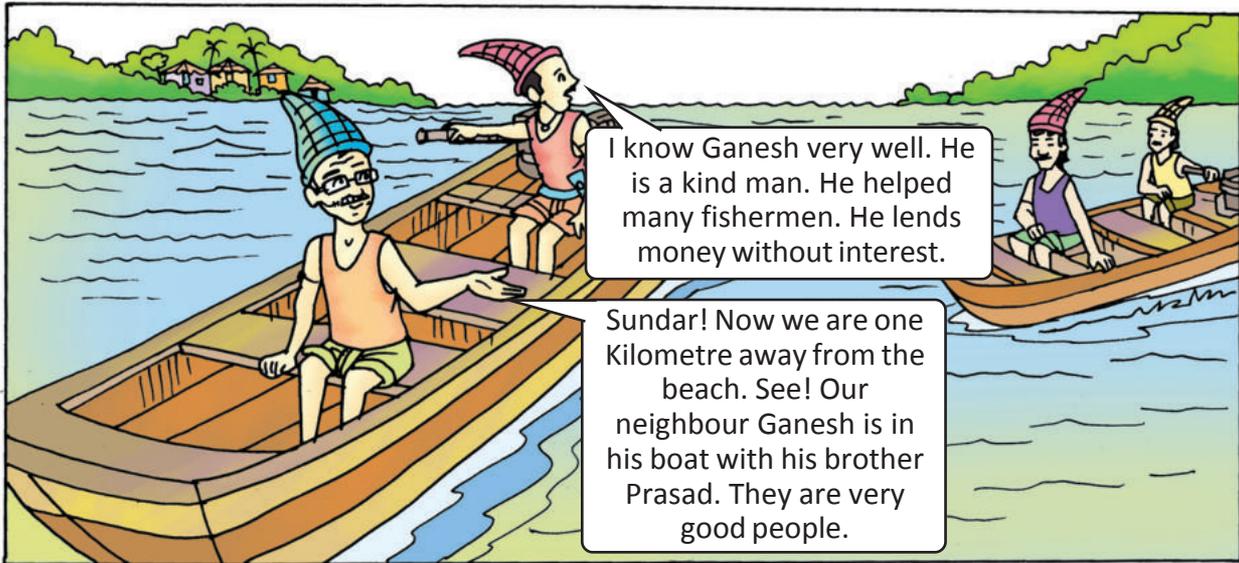
Reading card:

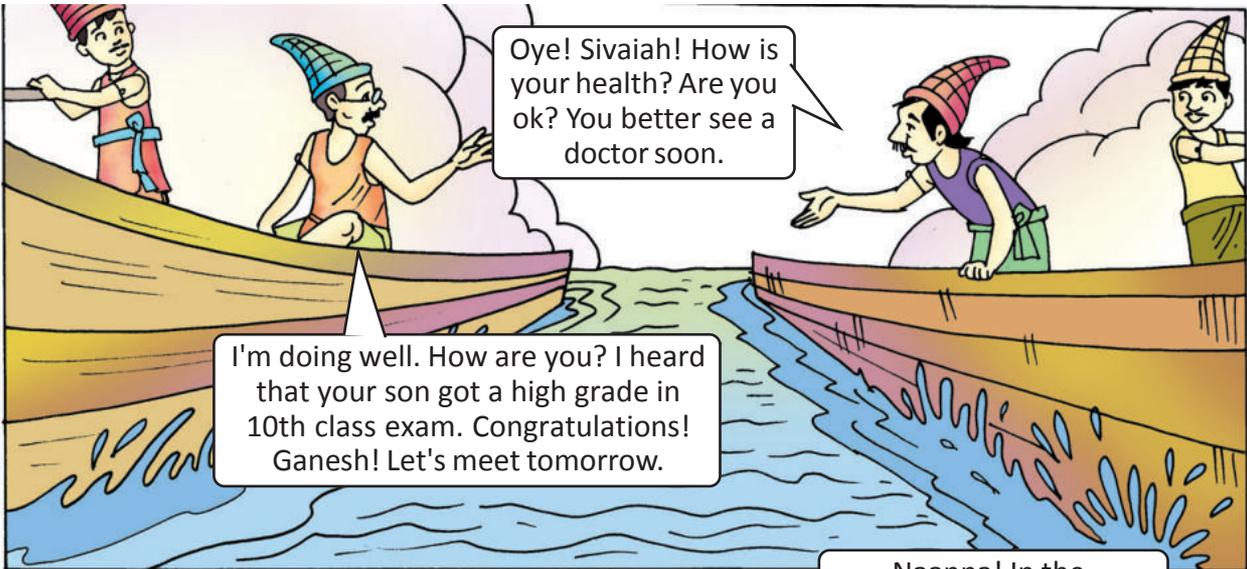
A day in the life of a fisherman





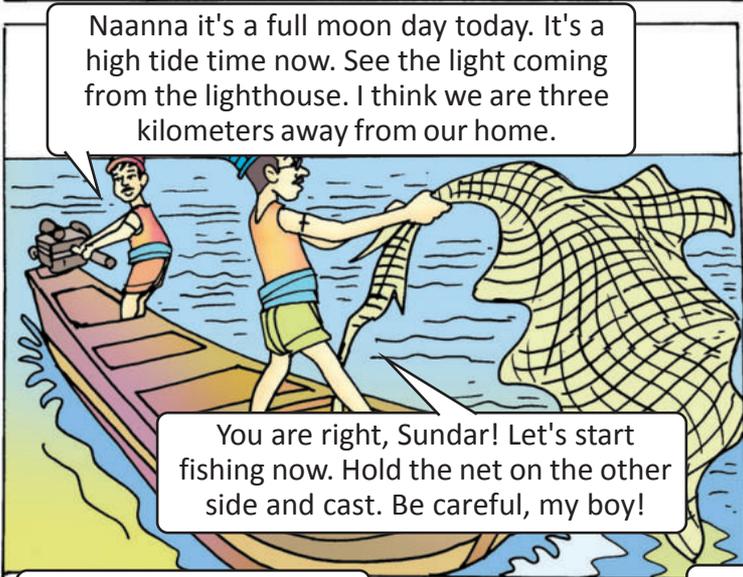
At the sea shore, the fisherman and his son are standing beside a boat on the shore.





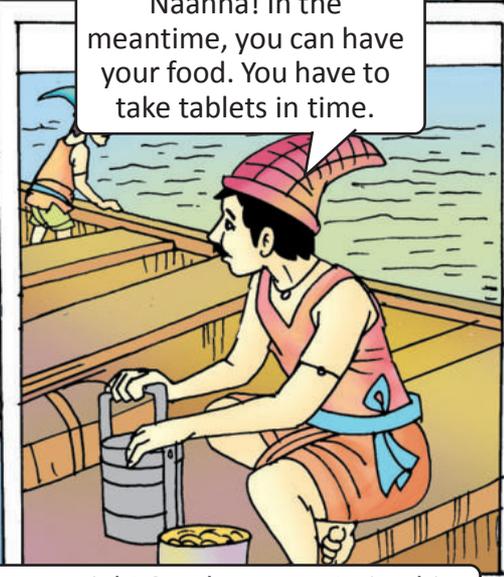
Oye! Sivaiah! How is your health? Are you ok? You better see a doctor soon.

I'm doing well. How are you? I heard that your son got a high grade in 10th class exam. Congratulations! Ganesh! Let's meet tomorrow.

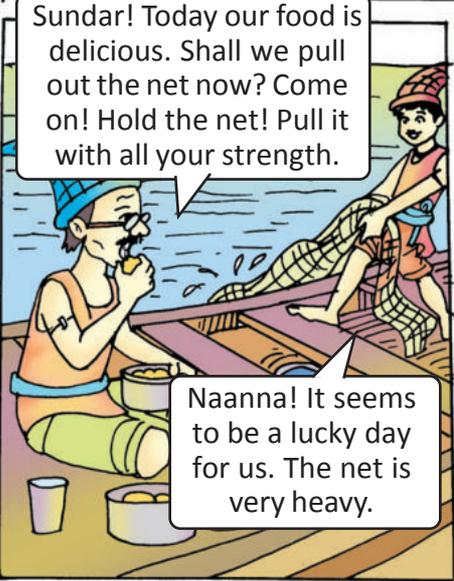


Naanna it's a full moon day today. It's a high tide time now. See the light coming from the lighthouse. I think we are three kilometers away from our home.

You are right, Sundar! Let's start fishing now. Hold the net on the other side and cast. Be careful, my boy!

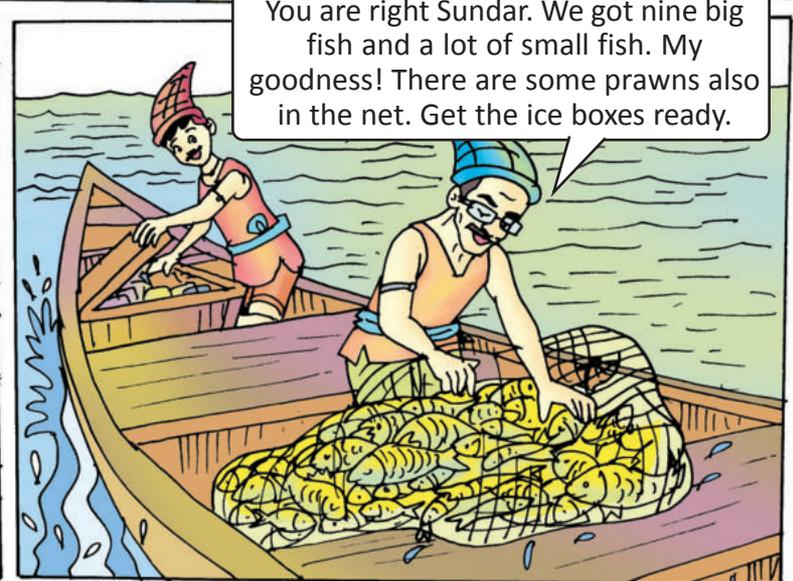


Naanna! In the meantime, you can have your food. You have to take tablets in time.

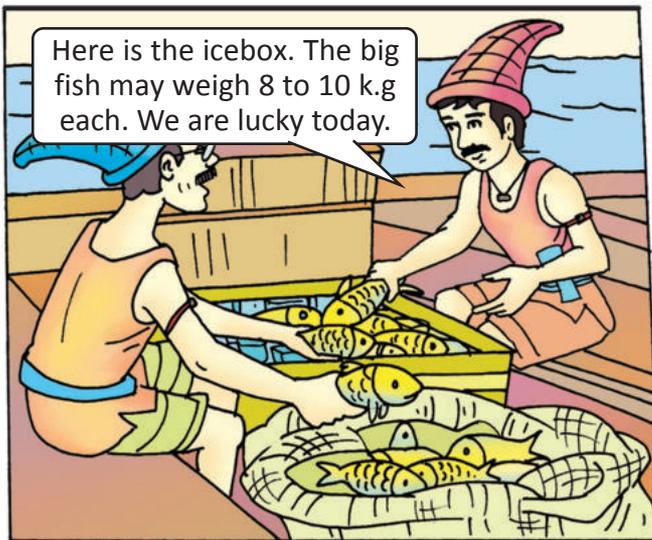


Sundar! Today our food is delicious. Shall we pull out the net now? Come on! Hold the net! Pull it with all your strength.

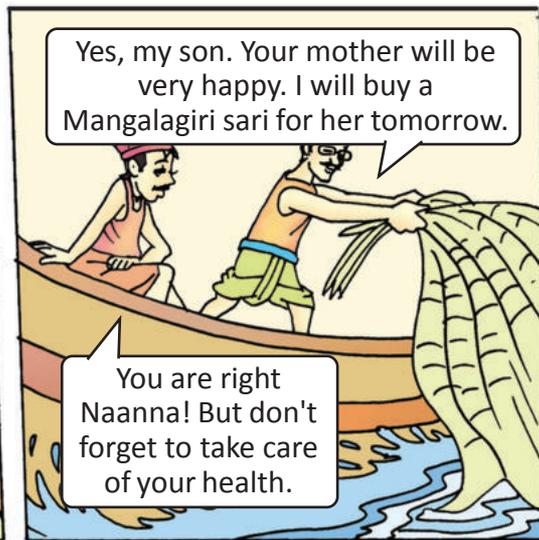
Naanna! It seems to be a lucky day for us. The net is very heavy.



You are right Sundar. We got nine big fish and a lot of small fish. My goodness! There are some prawns also in the net. Get the ice boxes ready.

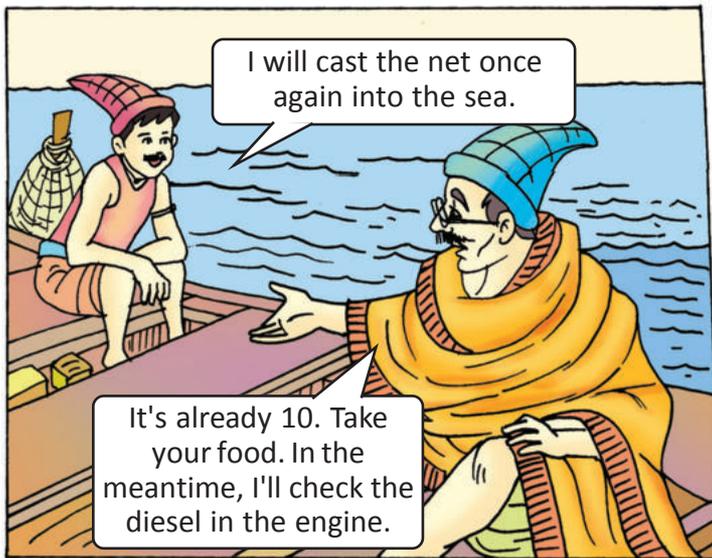


Here is the icebox. The big fish may weigh 8 to 10 k.g each. We are lucky today.



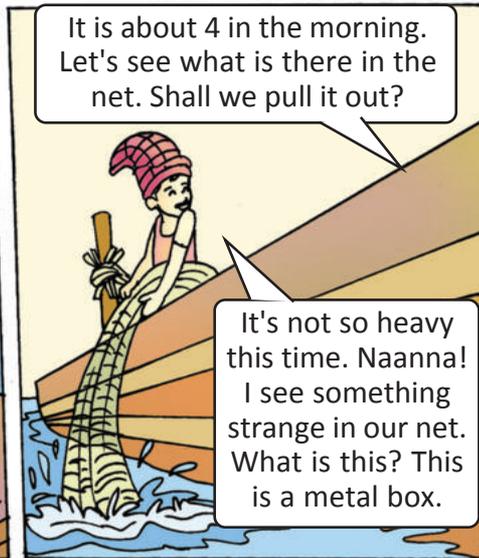
Yes, my son. Your mother will be very happy. I will buy a Mangalagiri sari for her tomorrow.

You are right Naanna! But don't forget to take care of your health.



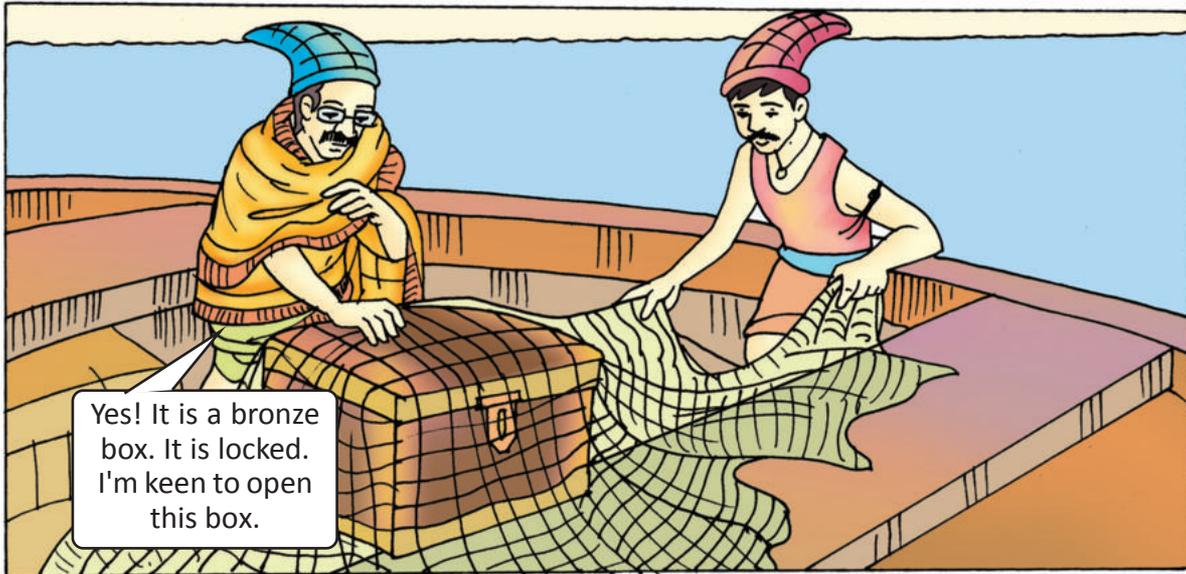
I will cast the net once again into the sea.

It's already 10. Take your food. In the meantime, I'll check the diesel in the engine.



It is about 4 in the morning. Let's see what is there in the net. Shall we pull it out?

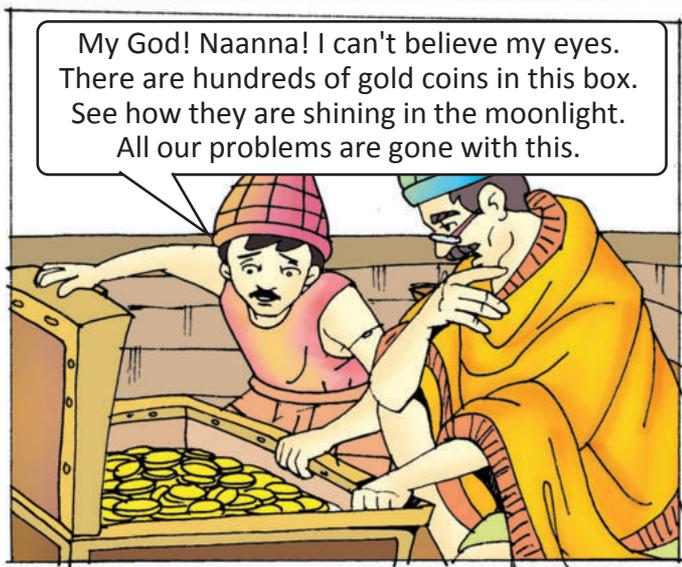
It's not so heavy this time. Naanna! I see something strange in our net. What is this? This is a metal box.



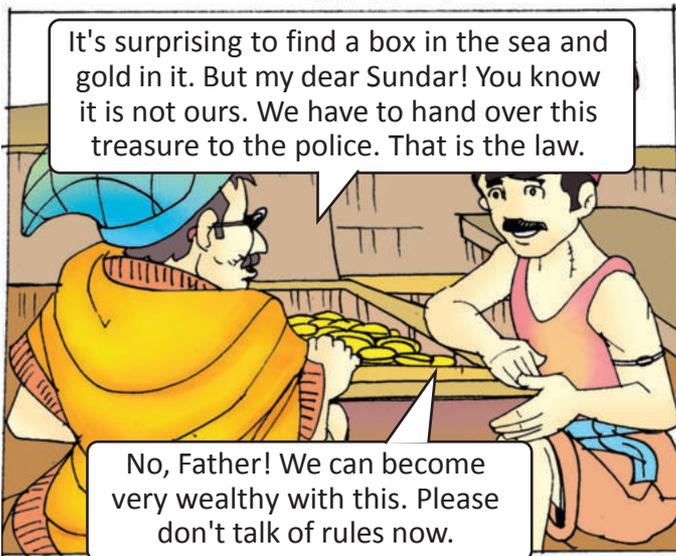
Yes! It is a bronze box. It is locked. I'm keen to open this box.



I shall open it using the tools in our boat.

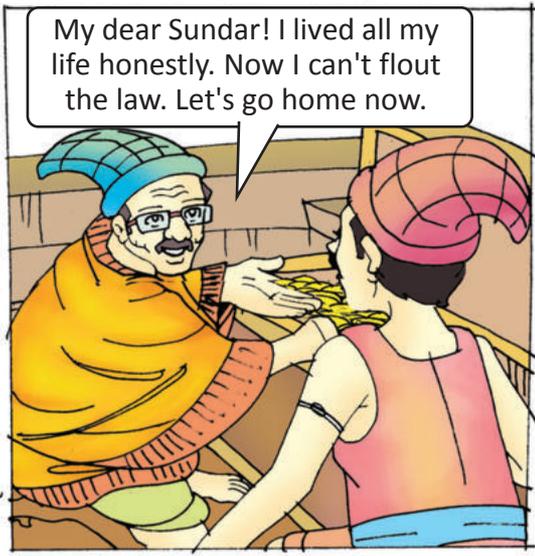


My God! Naanna! I can't believe my eyes. There are hundreds of gold coins in this box. See how they are shining in the moonlight. All our problems are gone with this.

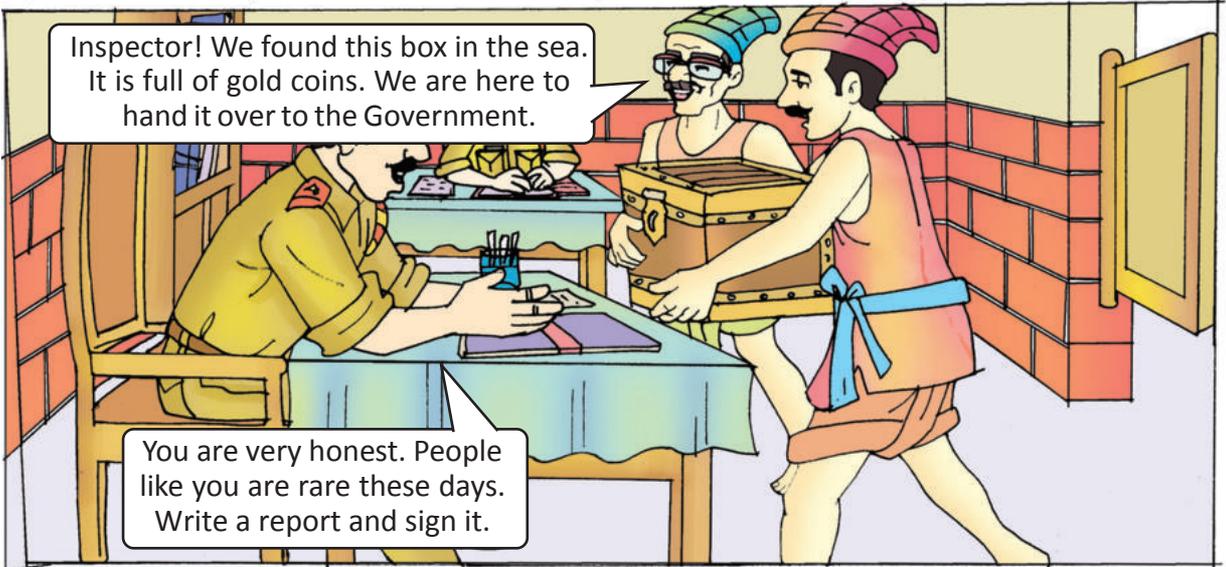


It's surprising to find a box in the sea and gold in it. But my dear Sundar! You know it is not ours. We have to hand over this treasure to the police. That is the law.

No, Father! We can become very wealthy with this. Please don't talk of rules now.

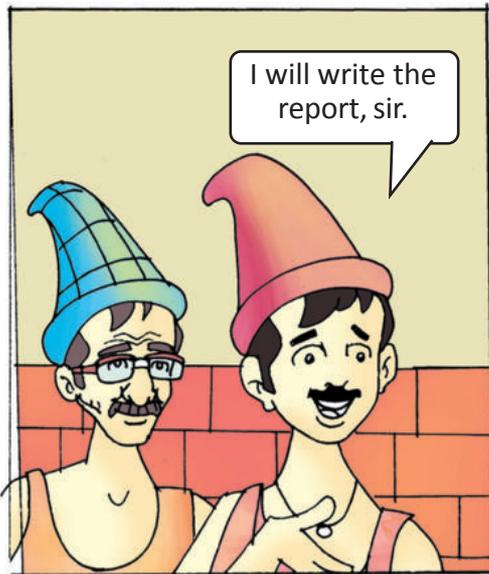


My dear Sundar! I lived all my life honestly. Now I can't flout the law. Let's go home now.

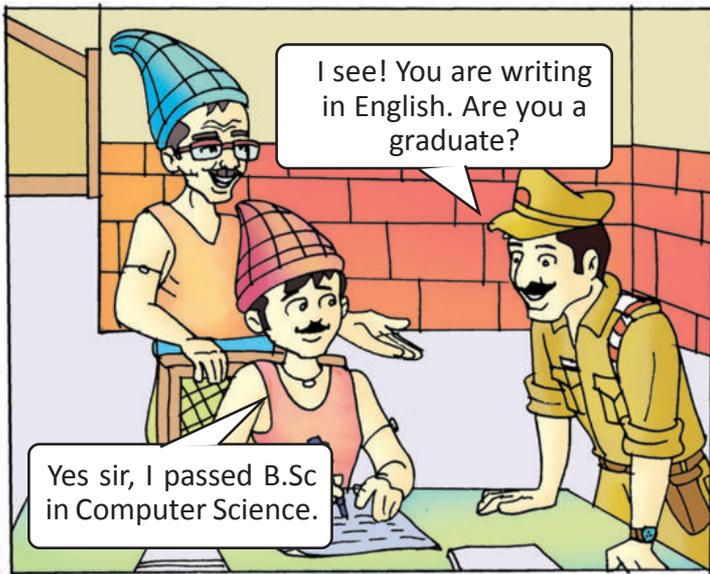


Inspector! We found this box in the sea. It is full of gold coins. We are here to hand it over to the Government.

You are very honest. People like you are rare these days. Write a report and sign it.

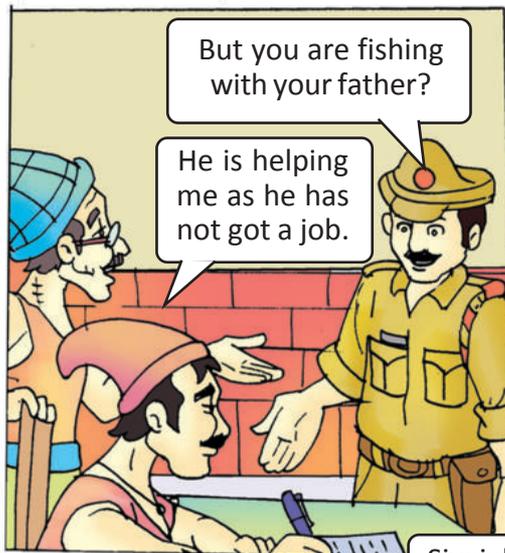


I will write the report, sir.



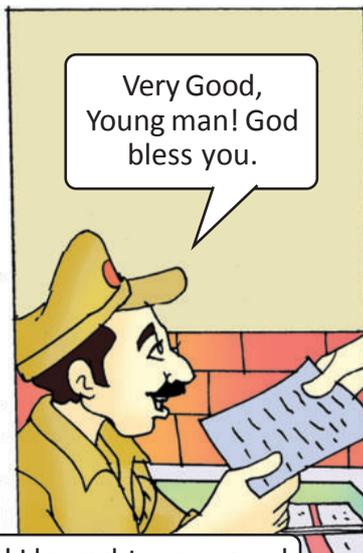
I see! You are writing in English. Are you a graduate?

Yes sir, I passed B.Sc in Computer Science.



But you are fishing with your father?

He is helping me as he has not got a job.



Very Good, Young man! God bless you.



Sundar! See there is a knock at the door.

It may be Ganesh, our neighbour.



Naanna! It's our police inspector. Please come in, sir. Be seated.

Sivaiah! I brought some good news. The Director General of Police heard about your honesty. He wanted to have people like Sundar in the department. So he appointed Sundar Inspector of Police. Sundar should join training tomorrow itself.



You are great Naanna! Your honesty is rewarded.

God is great my dear son!

THE END

Glossary:

naanna	:	father
enough	:	as much as required
waste	:	not used
supper	:	an evening meal
cough	:	to exhale air with loud noise
heavily	:	severely
specialist	:	an expert in giving treatment to certain diseases
A.M	:	ante meridiem, before noon
P.M	:	post meridiem, afternoon
diesel	:	a kind of fuel
engine	:	machine
forget	:	failed to remember
take care of	:	attend to, protect
health	:	good physical condition, fitness
meantime	:	the time between two things
tools	:	things such as spanner, screwdriver, etc.,
shine	:	to reflect light
moonlight	:	light from the moon
flout	:	deliberately refuse to obey
surprising	:	causing wonder,amazing
honesty	:	truthfulness
honestly	:	in an honest manner
heavy	:	having more weight
treasure	:	stored wealth in the form of money, jewels, etc...
handover	:	transfer the things to somebody
graduate	:	a person who received a degree
report	:	a detailed presentation of the events

neighbour	:	a person who lives next to the other
carefully	:	attentively
appoint	:	to select a person to a position
reward	:	give something in appreciation of some good work

Reading comprehension:

A. Answer the following questions.

1. What is the name of the old fisherman?
2. Who is Sivaiah's wife?
3. What did they find in the metal box?
4. What fuel do they use for their boat?
5. What is Sivaiah's health problem?
6. What did Sivaiah and his son do with the treasure?
7. What would you do if you find some treasure in your yard?
8. Do you think Sivaiah did the right thing in surrendering the treasure to the Government?
9. What kind of a man is Ganesh?
10. How do fishermen earn their livelihood?
11. How are the dignity of work and honesty highlighted in this story?



B. Arrange the following sentences in proper order.

The box has full of gold coins in it.

They met Ganesh and Prasad in the sea.

Sundar got a job in police department.

Sivaiah and his son Sundar went to fish in the sea.

They caught a lot of fish.

They found a metal box in the net.

They handed over the gold coins to the police.

C. Read the following paragraph and supply the missing words.

Sivaiah is an _____ fisherman. Sivaiah's son is Sundar. Bangaram is Sivaiah's _____. One day he found a metal _____ in his net. He found many _____ coins in it. He handed over the _____ to the police. The DGP appointed Sundar Inspector of _____.

Vocabulary activities:

A. Use the right word from those given in brackets to fill in the blanks.

1. Last night we reached home at 8.p.m and had our _____.
(breakfast/lunch/supper)
2. He is always playing video games. He is _____ time.
(wasting/saving/losing)
3. Don't eat roadside foods. They spoil your _____.
(wealth/health/studies)
4. I can't lift this bag. It is _____.
(light/strong/heavy)
5. My mother asked me to be very _____ while crossing the road.
(careful/ thoughtful/peaceful)

B. Make as many words as you can by using the letters in the word

N E I G H B O U R

Ex: hour

C. Anthyakshari game.

Begin the next word with the last letter of the previous word.

Continue the chain as long as you can.

fish - hand - doctor -

Language activities:

A. Read the following sentences.

There are hundreds of gold coins in the box.

There are three ice boxes in the boat.

There is a metal box in the net.

The above sentences tell us about the positions of certain things in the present. We can say that these sentences are in present tense.

Write as many sentences as you can, using the table given below.

There	is	a box	under the table.
		three cats	on the wall.
		a basket	beside you.
		a big dog	on the table before you.
	are	two notebooks	on the bench.
		five little puppies	in the yard.
		two doves	in the tree.
		two buckets of water	in the room.

Ex: There is a box on the wall.

B. Read the following sentences.

Write a report.

Hold the net.

Could you please call your brother in?

Get the boxes ready.

Place it on the table.

Please, open the window.

These sentences are commands or requests. Such sentences are called imperative sentences.

Write five sentences of your own which are in the form of commands or requests. Write at least two commands.

Ex: Please, come in.



Writing activity:

A. Sundar wrote to the Inspector of Police like this.

From 20-06-2016
K.Sundar
S/o K.sivaiah
Polatithippa (Village)
Machilipatnam (Mandal)
Krishna Dist.

To
The Inspector of Police
Machilipatnam.

Sir,

Today I went fishing with my father. When we pulled our net out of the sea, we found a bronze box in it. There were many gold coins in it. As per the law, we want to hand over the box with gold to the Government. Please, accept the box and send it to the Government.

Yours faithfully,
(K.sundar)

Now, imagine that you found a bag in the street. There is nobody near. In the bag you see a purse, two thousand rupees and a gold ring. You want to hand over the bag to the police. Write a report to the Inspector of Police.



Part – C

Project work:

There are many fishing harbours in Andhra Pradesh. The facilities like anchoring the boats, transporting the fish and preserving the fish are available in those harbours.

Collect the data about the fishing harbours and fill in the following table. You can take the help of your teachers and friends. If possible, study the map of Andhra Pradesh.

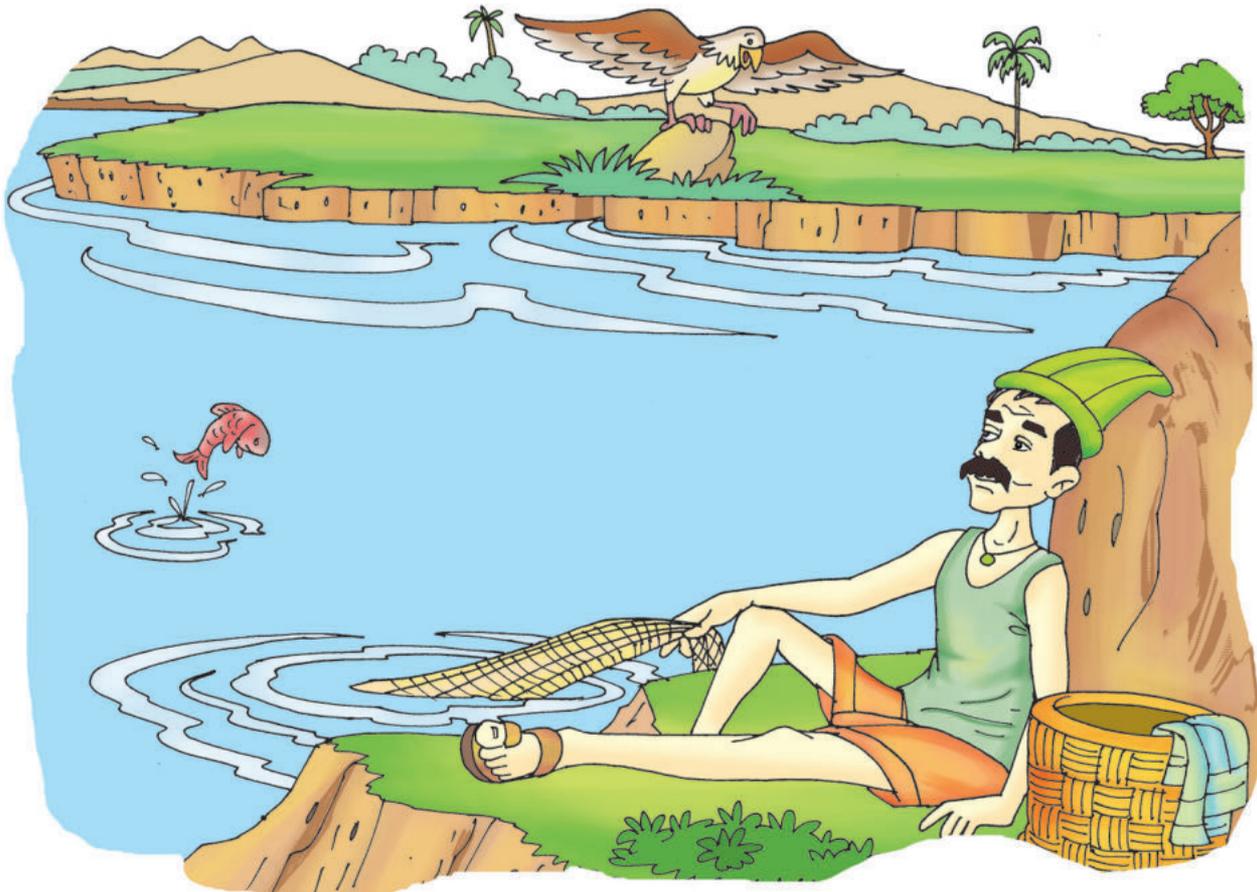
Name of the fishing harbour	Name of the district	Facilities available



Reading card:

Greed brings woe

Once, there lived a fisherman near a sea. His name was Rangaiah. He used to catch fish every day. He sold them in the nearby market and made his living. But now Rangaiah is eighty years old. "I can't fish in the big sea anymore. I'll fish in the nearby river" he said to himself. So, he went to the river with a fishing rod in his hand. After some days, Rangaiah became so weak that he could not even catch one fish a day. As usual one day, he was at the river for catching the fish. "Alas! I can't catch any fish. I don't have anyone to look after me. Now how can I live?" he worried.



Suddenly he saw a big bird flying towards him. "This bird is strange! I've never seen such a bird," he thought. The bird flew down and sat beside Rangaiah. It was ten feet high. Its wings are twelve feet long. It was white in colour.



"Fisherman! Why are you so sad?" asked the bird. Rangaiah got surprised to hear the bird talking.

"Who are you, may I know you, The Great bird?"

"I'm the king of seabirds."

"The King of Birds! Can you help this old man?"

"How?"

"Could you please give me a big fish every day?"

"Granted. One big fish will be at your hut every day" said the bird and flew away.

Rangaiah reached home. He could not sleep well. He was anxious. He woke up early in the morning and opened the door. He could not believe his eyes! Could you guess what he saw?

A big fish! The fish weighed 20kgs. It happened every day. Rangaiah sold each fish and soon became wealthy. He bought a beautiful house. He employed



a cook to cook for him. He lived very happily.

This news reached the king of that country. The courtiers tempted the king that he would become stronger by eating that bird. The king too wanted to eat that big bird. The king called for Rangaiah.

"Your Highness! What can this old man do for you?"

"Rangaiah! I heard that a big bird is coming to you with a big fish every day. I want to eat that bird. Catch the bird and give it to me. I'll give you lots of gold and silver and whatever you say!" Rangaiah became greedy. "What is the use of getting one fish a day? I too will become one of the very wealthy," he thought.

"I need some men to help me in catching the bird, Your Highness," said Rangaiah.

"I'll give you a hundred soldiers."

The next morning Rangaiah woke up at 5 a.m. He asked the soldiers to hide

behind the trees. As usual the bird came flying down with a big fish in its claws.

Rangaiah greeted the bird and said, "Oh! The King of seabirds! You have been giving me big fish for many days. I'm very thankful to you. Will you please come to my poor house, let's have some breakfast."

"You are a nice man, Rangaiah! I accept your invitation".

The big bird slowly came down and stood on the ground.

Rangaiah ran to the bird and caught hold of one of its claws and called the soldiers to help him to tie its claws.

The soldiers ran towards the bird.

The bird got angry and rose to the sky in a moment. Rangaiah was in the sharp claws of the bird.

"Oh! The King of the sea birds! Forgive me. I am an evil man. You helped me



a lot. But I tried to kill you! I am an old man, kindly spare my life. Please leave me on the ground," begged the fisherman.

"You are an unfaithful man. I'll take you to the big mountain and eat you away," said the bird.

"I beg your pardon, my king," said Rangaiah, "I learned my lesson. I will not do such things in future. I'm terrified to look down. Please! Save this old man's life. I'll ever be grateful to you."

The King of the sea birds took pity on the old man and put him on the ground slowly. Rangaiah thanked the bird and reached home. He did not see the big bird ever after.



Glossary:

woe	:	a strong feeling of sadness
weak	:	not strong
cook (N)	:	a person who cooks food
cook (V)	:	prepare food
fish (V)	:	catch fish
employ	:	have someone on payment to do work
happen	:	come into existence
courtiers	:	members of the king's court
country	:	an area under a government
claws	:	with curved nails
breakfast	:	morning food
soldiers	:	a person in the army
immediately	:	without waiting
invitation	:	the act of inviting someone
mountain	:	very large hill
future	:	a period of time to come
grateful	:	thankful

Exercises:

Answer the following questions.

1. Why did Rangaiah decide to go fishing in a river?
2. Who gave one big fish to Rangaiah every day?
3. What did the king ask Rangaiah to do?
4. Do you think Rangaiah was a faithful man?
5. What did the King of the sea birds do at the end?

Fill in the blanks with correct word from the given words.

1. Rangaiah was a _____.
(a) fisherman (b) courtier (c) king
2. The king of seabirds was a _____ bird.
(a) red (b) blue (c) white
3. The bird gave _____ fish to Rangaiah every day.
(a) one (b) two (c) many
4. The king of the country wanted to eat _____.
(a) the fish (b) the bird (c) some small fish
5. The big bird held Rangaiah in its _____.
(a) wings (b) beak (c) claws

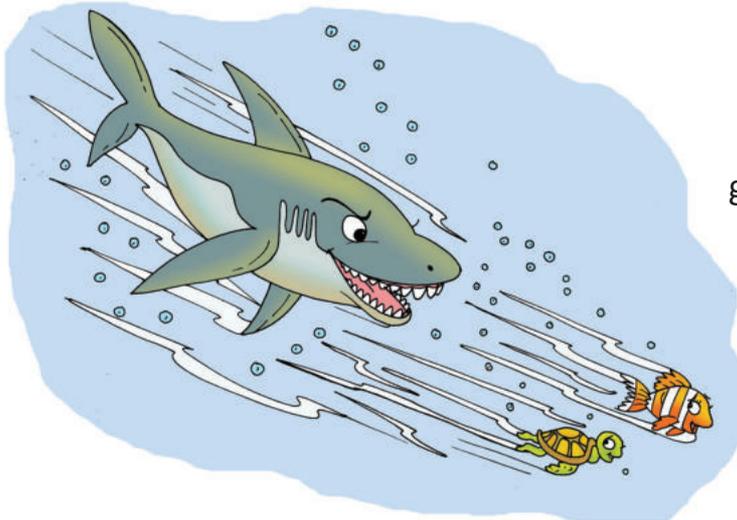


Listening input:

The little fish

Leo (baby fish): Here I come. I can swim, swim and swim. And have beautiful fins.

Grandpa (elder fish): I am tired. I am going to sleep. Be a good fish and do not go far away. There are many dangerous animals far way.



Leo: yes Grandpa. I will not go far away.

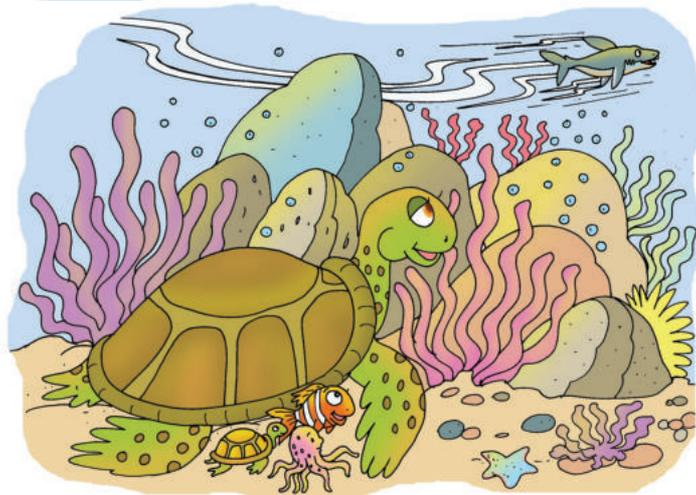
Timmel (tortoise): Hello Leo! Come on. Let's go.

Leo: yes. Let's go.

Oh no! It's a shark! We are so small. The shark will eat us. Run, run, and run.

.... They went ahead and saw an octopus

Oh no! Someone help us. This octopus will eat us.



Timmel's friend, Dori who was nearby, saw what was happening and rushed to help Timmel and Leo. Dori managed to get rid of the octopus.

Timmel: Thank you Dori

Leo: Thank you.

Dori: Both of you are small. You should not go far away. Big animals can eat you. Always listen to your elders and go far away only with them.

Leo and Timmel went back home with Dori.

Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Sea animals. b. A day in the life of a fisherman. c. 'Greed brings woe', heard the C.D, and read and understood it.			
2. I could do the exercises with the help of my friends, teachers and parents.			
3. Friends and I had a discussion on the ecological system.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work.			
7. I will lead an honest life like the fisherman.			
8. I have written answers to the questions.			

Note to the teacher:

Poem: Sea animals: Theme: Beauty of the sea creatures (ecology)

Prose: A day in the life of a fisherman: Theme: Greatness of hard-work and honesty.

Reading card: Greed brings woe: Theme: Human behaviour. (Moral story)

Teachers are requested to keep in mind the above themes while dealing with the lessons. They should read the lessons several times before taking them up in the class. The language elements are to be taken care of while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

The poem is to sensitize the child about ecological diversity. Please take care of rhyming words, sensibility and rhythm in the poem.

There are hundreds of fisherman villages along the coast of Bay of Bengal. Thousands of people in our state live on fishing. The child should be sensitized to respect the dignity of labour and honesty. They should know the problems of fishermen.

Please, encourage the habit of referring to a dictionary for the meanings of new words that are not given in the glossary. Focus on the active vocabulary and design some more activities to reinforce those words.

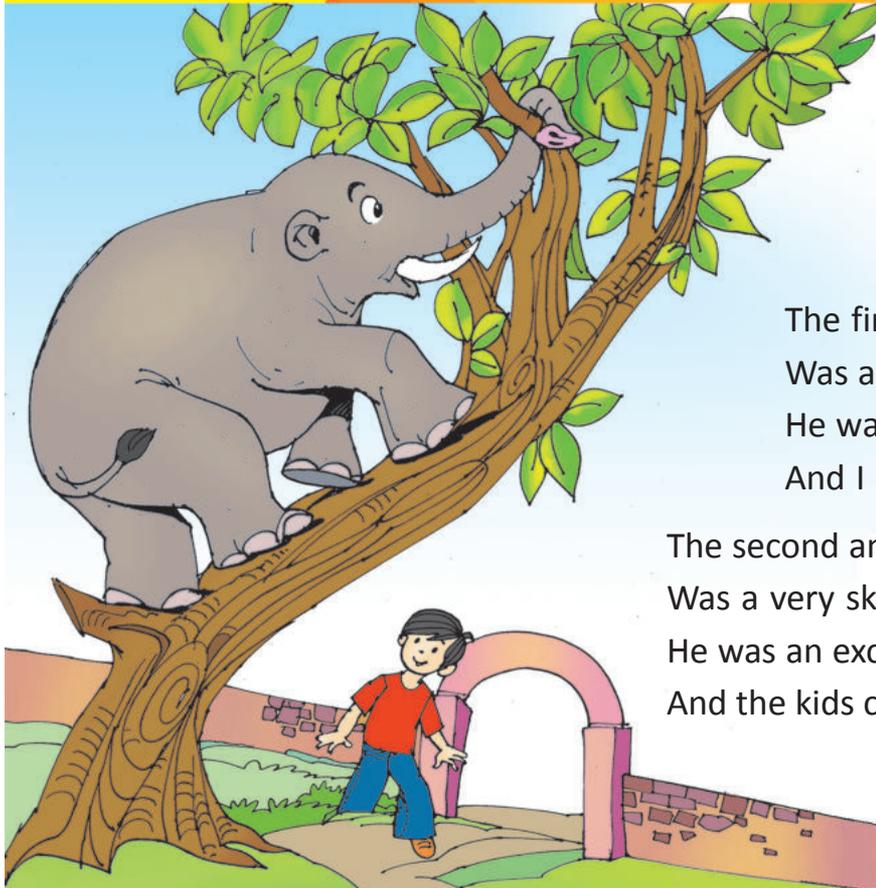
Help the child in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the child to think and guess. It improves their ability to understand a given passage or poem.

Weird zoo



Part – A

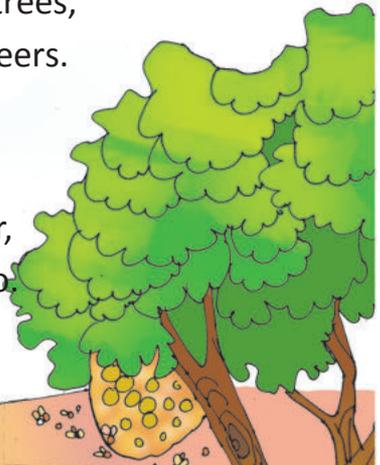
Poem



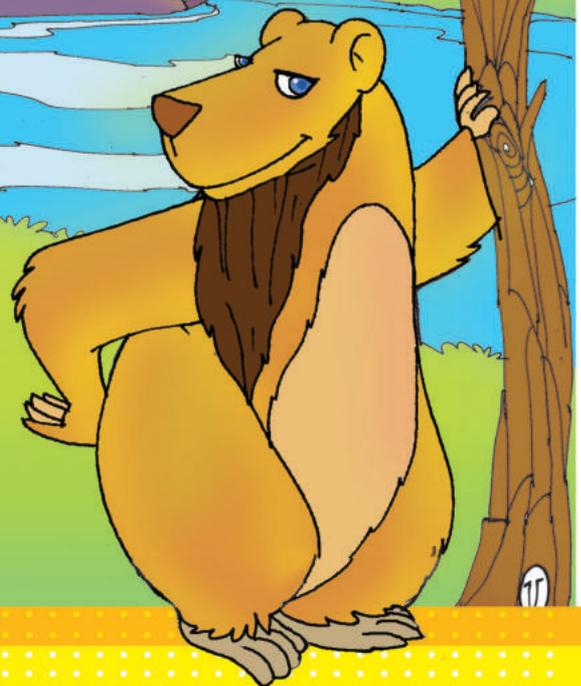
I woke up this morning,
And went to the zoo.
It was sunny outside,
And the sky was bright blue.

The first thing I saw,
Was an elephant with small ears,
He was climbing the trees,
And I heard many cheers.

The second animal,
Was a very skinny hippo
He was an excellent swimmer,
And the kids called him Flippo.



The third one was also
Different and weird,
She was a momma bear,
With a very long beard.
Then I heard my mom say wake up;
It's time for school,
The weird zoo was just in my dreams,
But it was still very cool.



Glossary:

weird	:	very strange
sunny	:	a lot of bright light from the sun
cheers	:	expressing happiness
skinny	:	very thin
hippo	:	hippopotamus
excellent	:	extremely good
momma bear	:	mummy bear
mom	:	mother

Comprehension:

I. Answer the following questions:

1. "I woke up...." Who is the speaker?
2. How was the weather outside?
3. What did the speaker see first?
4. Who was an excellent swimmer?
5. How was momma bear?
6. What did the speaker hear from his mother?
7. Did the speaker really go to the zoo?
8. Have you ever got such dreams? What did you get? Share with your friends.

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

1. The poet says, "It was sunny outside."
 - a. very hot and bright []
 - b. very cool and dull []

2. Hippo was _____

a. an excellent hunter []

b. an excellent swimmer []

3. 'The weird zoo' in the last stanza means:

a. the strange Zoo []

b. the famous Zoo []

Writing:

- ◆ **What animals do you see in the zoo? Which animal do you like most? Why? Give reasons.**



Picture for interaction:



Points for Discussion.

- ◆ When do you get up regularly?
- ◆ How do you come to a school?
- ◆ Are you afraid of your headmaster?
- ◆ If you miss your school bus what will you do?

Reading card:

Amar was late to school



Amar went to school in the morning. Almost immediately he came home and went to bed. Why do you think he did that?

Amar opened one eye. The sun was shining brightly. His mother was in the kitchen. She was making breakfast. His father was in the garden. He was singing and watering the plants.

Amar looked at the clock. It was 8 o'clock. He woke up late. He had to be at school at half past eight. Mr. Malli, his principal, was very strict. Amar was quite afraid of him. The principal had a loud voice. When he was angry, he shouted, and his face turned red. Amar flung his bed sheets aside and ran to the bathroom. He brushed his teeth and had a bath. His hair was untidy, but he didn't comb it. He was getting late. In ten minutes, he was ready. It was ten past eight. There was no time for his breakfast. There was no time even for taking a cup of milk.

The bus always comes at twelve minutes past eight. He hurried. He ran down the stairs. He slipped! He fell on the carpet but luckily he did not hurt himself. He grabbed his school bag and ran to the door.

"Bye, Mummy. I'm late", he shouted to his mother. "Amar! Amar!" his mother was calling out to him. But he did not hear her. He was already outside. He was running down the street.

Exactly at twelve past eight he was at the bus stop but there was no bus. He waited for some time, but there was no bus. He looked at his watch. It was nearly twenty-five past eight. 'I'll take a taxi,' he said to himself.



He was lucky. Soon a taxi came, and he got into it. There was not much traffic on the road. He reached his school in ten minutes. He looked at his watch. It was twenty-five minutes to nine, and he was late by five minutes. Mr. Malli won't be angry with me, thought Amar. He pushed the big front door of the school, but it did not open. It was locked. There was no one inside. He could not hear voices of the children and teachers.



Suddenly, a loud voice behind him said, "Hello, Amar. What are you doing here?" it was Mr. Malli. Amar turned. Mr. Malli was standing there with his two children, and he was smiling! He was not wearing his usual grey suit. He was

dressed casually in a red T - Shirt and blue jeans. He had a big green shopping bag in his hand. "Have you come to school, Amar?" said Mr. Malli. He started laughing. "It's Sunday today. It's a holiday!" said Malli. "Sunday?" said Amar. "Oh it's Sunday!" he returned home and went to bed.



Glossary:

shining	:	producing light
brightly	:	full of light
afraid of	:	feeling fear
shouted	:	spoke loudly
flung	:	threw something with force
aside	:	to one side
untidy	:	not neat
hurry	:	do something quickly
grabbed	:	got hold of it roughly
exactly	:	correctly
traffic	:	movements of vehicles on the road
reached	:	arrive at a place
usual	:	normal
casually	:	not showing much care

Comprehension:

A. Answer the following questions:

1. When did Amar get up?
2. Why was Amar afraid of his principal?
3. Why didn't Amar comb his hair?
4. Why did Amar take a taxi?
5. When did Amar reach the school? What did he do there?
6. How was the principal dressed?
7. What did Amar do at last?
8. When do you think Amar usually got up on a working day?

9. Did Amar go to school late earlier?

10. What was the reaction of Mr. Malli towards the latecomers?

B. Give the sequence number to each action of Amar as they happened in the story.

[] Amar saw his mother making breakfast in the kitchen.

[] Soon a taxi came, and he got into it.

[] He did not comb his hair.

[] He walked back home and went to bed

[] He pushed the front door of the school

[] He ran to the bathroom

[] He was running down the street

C. Answer the following questions by putting a tick mark (✓) on the right answer.

1. Amar's mother was in the kitchen because _____.

a. she had to prepare breakfast []

b. she wanted to clean the kitchen []

2. Whenever the principal was angry _____.

a. his face would turn red []

b. his body would shiver []

3. Lucky Amar was not hurt because _____.

a. he fell on the carpet []

b. he fell on the bed []

4. "The principal would not be angry with me," thought Amar because _____.

a. Amar was helping the principal in his work []

b. Amar was late by five minutes only []

5. It was locked because _____.

a. Amar came late []

b. It was a holiday []

Vocabulary:

A. Complete the following blanks choosing right word from the box given below.

by bus bath to go get up comb study enjoy

I _____ early in the morning. I take _____ and _____ my hair. I _____ for one hour. I _____ the breakfast and get ready _____ to school. I go to the school _____.

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

A

closed

slept

feeble

tidy

unlucky

early

pulled

unusual

B

open

Language activity:

Adverbs

Read the following sentences carefully

1. The sun was shining brightly.
2. The bus always comes at twelve minutes past eight.
3. Mr. Malli was standing there.
4. What are you doing here?
5. It is a holiday today.

Some words tell us more about verbs. They add to the meaning of a verb. You know that such words are called **adverbs**. The underlined words in the above sentences are **adverbs**.

- In sentence 1, we can ask: How was the sun shining? Brightly is the answer. **Adverbs** that respond to the question 'how' or in 'what manner' -are called **adverbs** of manner. Many **adverbs** can be formed from Adjectives by adding 'ly' at the end of the word
- In sentence 2, we can ask - how often did the bus come? Always is the answer. **Adverbs** that tell us, "How often" or "how frequently" the action takes place is called **adverbs** of frequency. Ex: always, often, sometimes, usually, never, etc...
- In sentence 3, we can ask 'where' and the answers that indicate a place are called **adverbs** of place.
- In sentence 4, a question is asked with 'wh' words like who, whom, what, where, why and how and they are called question words. of them, where, why and how are called interrogative **adverbs**.
- In sentence 5, we can ask 'when is the holiday?' 'Today' is the answer. **Adverbs** that respond to the question 'when' are called **adverbs** of time.

Eg: yesterday, now, today, and tomorrow.

Note : yesterday, today and tomorrow are also used as nouns in the following sentences.

1. Yesterday was Monday.
2. Today is my cousin's birthday.
3. Tomorrow is my mother's birthday.

Exercise:

a. Complete the following sentences by using suitable adverbs. You can choose the words from the box given below.

hard today always now bravely
upstairs often outside patiently inside

1. The soldiers fought _____.
2. The girls worked _____ to finish the decorations, in time.
3. The teacher listened to us _____. She then told us to wait _____.
4. Our teacher _____ appreciates us whenever we do good work.
5. I _____ go with my father to the park
6. They called us _____. The students were sitting _____
7. I am working _____.
8. They are going home _____.

b. Use adverbs of frequency to make true sentences about yourself.

1. I put things away after I use them.

Ans: I sometimes put things away after I use them.

2. I brush my teeth at night.

Ans: _____

3. I do my homework.

Ans: _____

4. I get up late on Sunday.

Ans: _____

Writing:

1. Amar returned home. On seeing him, mother asked a few questions about his return.

Now imagine the situation and continue the conversation between Amar and his mother.

Mother: What happened Amar? You are back.

Amar:

Mother:

Amar:

Mother:

2. Write a paragraph about your daily activities.

I get up at 5:00 am.....

.....

.....

.....



3. Practise these words in your sentences

get up - read - go - play - prepare - work - sleep -

Part – C

Project work:

Ask your friends and collect the information and fill in the table.

S.no	Name of the friend	When do they get up	When do they read	Get ready	How they go to school	About their hobby

Now make meaningful sentences from the information collected in the table.
Write five sentences about each child.

Reading card:

Family is the best

I spent my summer vacation with my grandma, uncle and aunt at Anantapur. I was there for ten days. I had a lovely time playing with my cousins all day long. The gestures of Dushyanth and Jagadeesh impressed everybody. No books, no lessons, and no other programmes. I realized the joy of being with a joint family where everyone would take care of others.

I enjoyed the taste of fresh oranges, *avakai* (pickle) and *roties* of corn. I visited the hills and enjoyed at the waterfalls. My aunt, Lakshmi, bought me all that I wanted for the next academic year.



I heard beautiful bedtime stories narrated by grandmother, Vengamma. My sweet grandma always had a moral behind every story. It went on, until the day of my return. Rambabu, my cousin came there to take me back. On seeing me, he was overjoyed and said, "Hai Jalaja, how are you?" I answered, "I am fine". We went back to our village Kullur in Nellore District.

Glossary:

vacation	:	the period of time when schools are closed
realized	:	understood
joint family	:	a family in which grandparents, uncles, aunts and cousins live together
narrate	:	tell a story

Comprehension:

A. Answer the following questions

1. Who narrated the experiences of summer vacations?
2. Where did the speaker spend the vacation?
3. 'I realised' - what did the speaker realise?
4. What did Jalaja enjoy?
5. Who narrated the bedtime stories to Jalaja?

B. Fill in the blanks with correct word from the words given below.

1. The narrator spent her time _____ with her cousins.
a. Singing b. Playing c. dancing
2. In a joint family everyone _____ everyone
a. Would take care of
b. Does not take care of
c. Would hate
3. The narrator heard beautiful _____ from her grandma.
a. Songs b. bedtime stories c. quotations

Listening input:

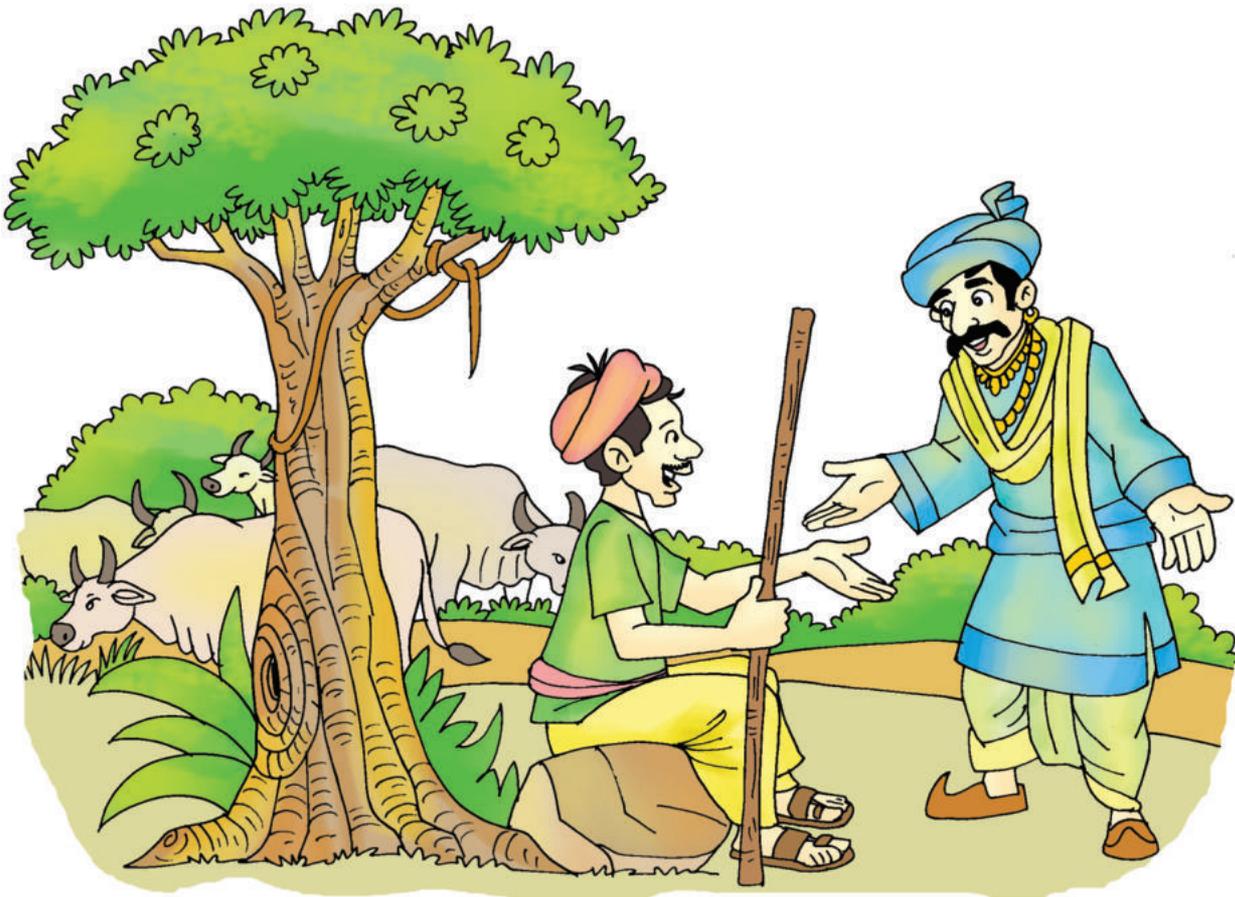
The little scholar

Once a shepherd while grazing his cattle in the pastures happened to be seen by the king of that kingdom. The shepherd was in a jovial mood.

When the king asked him the reason for his happiness, the shepherd without knowing that he was the king said, "Shouldn't I be happy? I am happier than the king of our kingdom."

When the king asked him to prove this, he replied, "I have the wealth of this nature. The sun gives me warmth and light, the blue sky pampers me and this valley gives me peace of mind. I have enough money to live a comfortable life. Now tell me, does the king have so much wealth?"

The king realized that the real wealth is not money but peace of mind.



Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Weird zoo. b. Amar was late to school. c. I listened to 'Family is the best' the C.D and also read it. I understood it well.			
2. I could do all the exercises with the help of my friends, teachers and parents.			
3. I enjoyed the nice atmosphere in school life.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work well.			
7. I will attend the school regularly and love my studies.			
8. I have written answers to all the questions.			

Note to the teacher:

Poem: Weird zoo: Theme: Fantasy

Prose: Amar was late to school: Theme: School and child - humour

Reading card: Family is the best: Theme: merits of the joint family.

Teachers are requested to keep in mind the above items while dealing with the lessons. They should read the lessons several times before taking them up in the class. The language elements are to be taken care of while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

The poem is to cater to the imagination of the child. Please take care of the rhyming words, humour and rhythm in the poem.

Amar was late to school - this lesson is intended to sensitize the children about their school as a part of their life.

Please encourage the students to refer to a dictionary for the meanings of new words that are not given in glossary. Focus on the active vocabulary and design some more activities to reinforce those words. Active vocabulary are the words they have to remember and also know how to use in speech and writing.

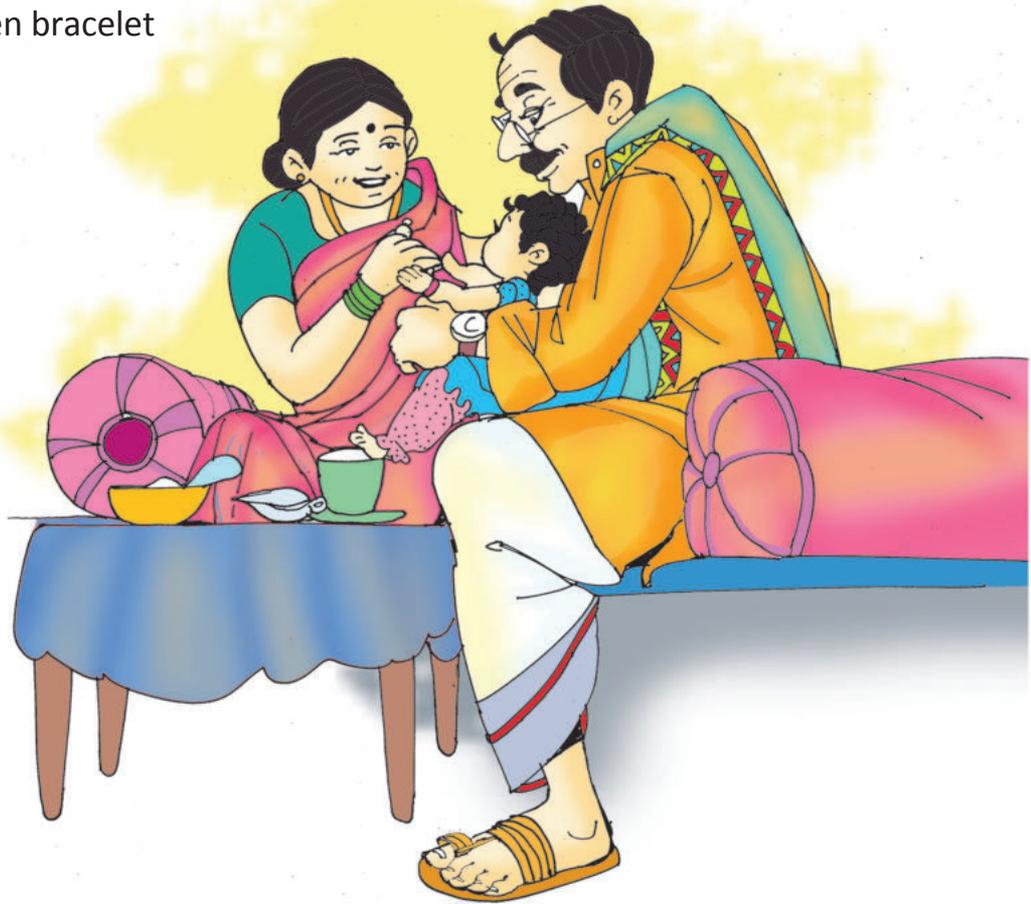
Help the students in doing exercises and project work. Encourage them to think and reflect on the subject. Provide slots in the passage to give some time for the students to think and guess. It improves their comprehension skill too.

Good luck gold



When I was a baby
One-month-old,
My grandparents gave me
Good luck gold:
A golden ring
So soft it bends,
A golden necklace
Hooked at the ends
A golden bracelet

With coins that say
I will be rich
And happy some day.
I wish that gold
Would work
Real soon.
I need my luck
This afternoon.



Glossary:

bends	:	curves
hooked	:	curved like a hook to hang
bracelet	:	a chain worn around the wrist

Comprehension:

Answer the following questions:

1. Who is the speaker of these lines?
2. Who gave the ring to the speaker?
3. How was the bracelet?
4. What was the wish of the speaker?
5. What does he want to do with his gold?



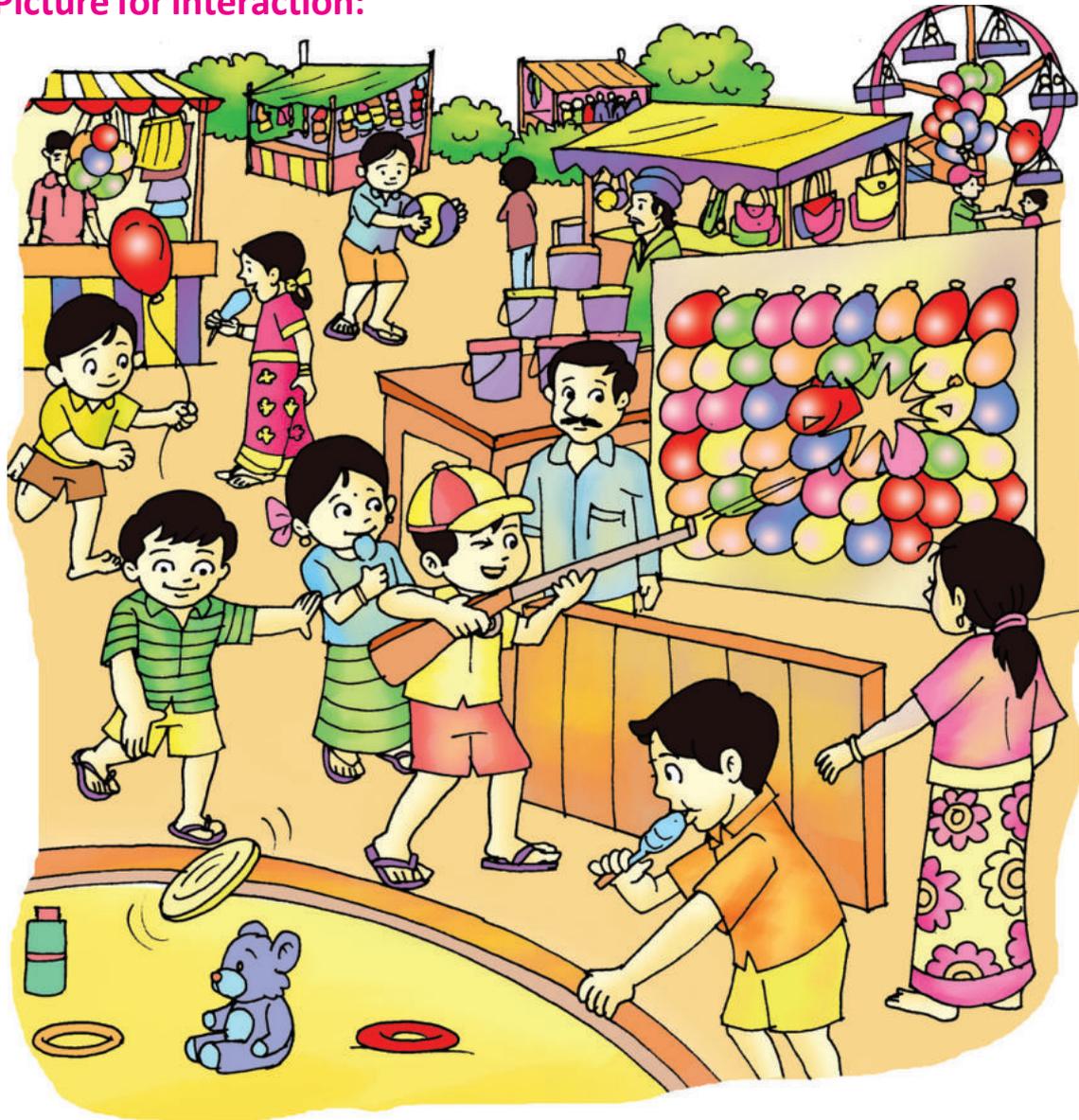
Pronounce the words:

old - gold	say - day
bends - ends	work - luck

Writing:

1. Imagine that you are the speaker of these lines. Do you believe in such ideas? What good luck have you experienced?
2. "Rings bring good luck" - do you agree or disagree? Write a paragraph about it.

Picture for interaction:



Points for Discussion.

- ◆ Have you ever been go to an exhibition?
- ◆ What did you see there?
- ◆ Is it a village fair or a city exhibition?
- ◆ Did you play any games there? Which type of games did you play?
- ◆ Did you enjoy there?

Reading card:

A game of luck

Every year on the occasion of Sivarathri, there is a Veerabhadra temple fair in our village, Rayachoty. Sivarathri is celebrated only one day, but the temple fair lasts for four days. Tradesmen from far and wide come there with all kinds of goods to sell. You could buy anything from a small pin to a big buffalo.

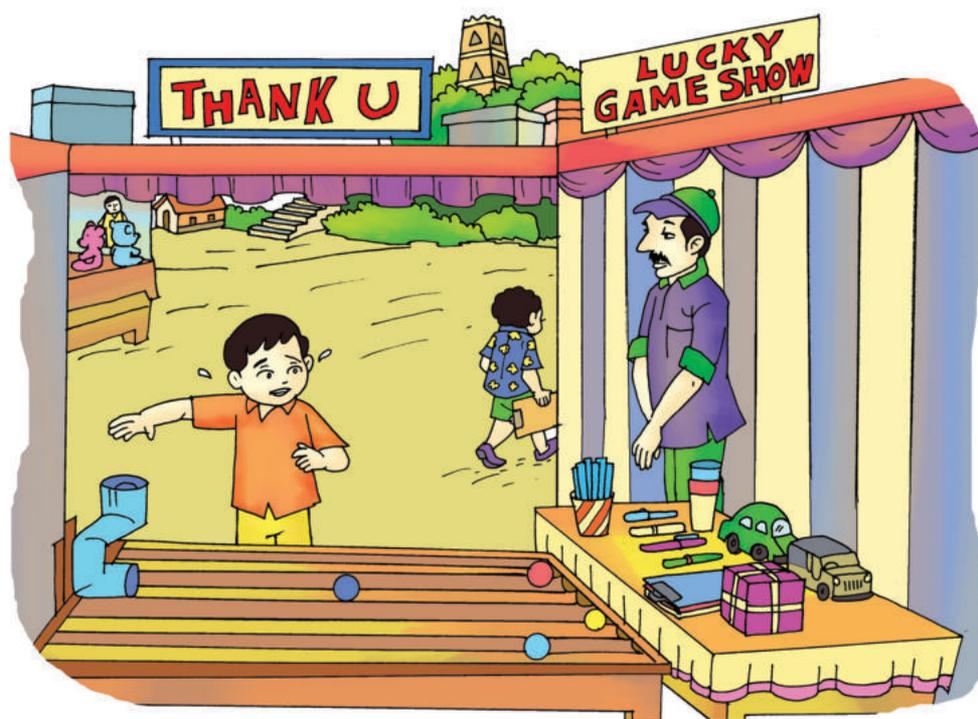
My uncle took me to the fair. Venkat, who worked for us at home, came with us. There was a big crowd at the fair. My uncle was leading us through the crowd. Someone saw my uncle and called him, Madhu, oh! Madhu. When he met a few of his friends, they asked him, "Madhu, why don't you spend half an hour with us?" My uncle wanted to spend sometime with them. He asked me whether I would go around the fair with Venkat till he came back. I was happy to do that. He warned me neither to buy anything nor to go too far out while he was away. I promised that I would wait for him.



Venkat and I went from shop to shop. There were many things I liked to buy, but I was waiting for the return of my uncle. Then we came to a shop called

LUCKY SHOP. The shopkeeper was neither young nor old. He was a middle-aged man. He seemed neither too smart nor too lazy. He wants everybody to try their luck. There was a table with numbers from one to ten facing down. All you had to do was to pay ten rupees, pick up five balls and throw the balls down the board. Finally add up the numbers on the table and find the total. The article marked with that number was yours.

A middle-aged man paid ten rupees and threw the balls. He added up the numbers on them and found the total was 20. He was given the article marked 20. That was a beautiful watch. But the man did not want a watch. The shopkeeper



obliged him buying it back for 20 rupees. The man went away very pleased.

Then a young boy tried his luck. He got a glass worth ten rupees. The shopkeeper looked neither happy nor sad. He bought the glass from the boy for ten rupees. The boy tried his luck again. He now got a pen worth thirty rupees. Then he tried a third time and got a writing pad worth fifty rupees. The boy was happy and went away.

I wanted to try my luck too. I looked at Venkat. He encouraged me. I paid ten rupees and took five balls. My luck was not too good. I got a soap box. I tried again. This time I got a bottle of ink, also of little value. I took a chance for the

third time. Still luck was not with me.

I had hopes of winning a big prize so I continued to try my luck again and again, and I paid ten rupees each time. But every time I got a trifle. At last I was left with five rupees. Again the shopkeeper showed his kindness and allowed me to try. I played again, and the last five rupees also disappeared.

People were looking at me. Some were laughing at my bad luck. But no one showed any sympathy. Venkat and I went to the place where my uncle had left us.

My uncle came after 10 minutes. He looked at my face and said, "Rambabu, you look upset. What is the matter?"

I did not say anything. Venkat told him what had happened. He was neither angry nor sad. He smiled and patted me. He took me to a shop and bought me a beautiful watch, biscuits and some sweets. Then we returned home.

At home, my uncle told me that the Lucky Shop man had made a fool of me. "No uncle," I said, "it was just my bad luck." "No my boy," said Uncle, "it was neither good luck nor bad luck." "But uncle," I said, "I saw a middle-aged man getting a watch and a boy getting two or three costly things." "You don't know, babu" my uncle said, "They were all friends of the shopkeeper. They were playing tricks to tempt you to try your luck. They wanted your money, and they got it. Now forget about it, we should always depend on our hard work, not on luck.



Glossary:

temple fair	:	a collection of merry-go-rounds stalls etc organized at a temple
celebrated	:	organized
tradesmen	:	shopkeepers or people who have goods to sell
far and wide	:	from a long distance
crowd	:	a large number of people gathered
lead	:	show the way
look around	:	go around and see
marked	:	identified
obliged	:	did a favour
pleased	:	to make somebody happy
a good deal of	:	more
encouraged	:	gave hope to go on doing
trifle	:	things of little value
disappeared	:	vanished
sympathy	:	understanding and kindness
patted	:	touched as a sign of affection
tempt	:	attract somebody

Comprehension:

Answer the following questions:

1. Who came to the temple fair from far and wide? Why?
2. Uncle was leading 'us'. Who does 'us' refer to?
3. Someone called him. What does 'him' refer to? What did they ask him?
4. Why was Rambabu happy?

5. Why do you think Rambabu's uncle asked him not to buy anything in his absence?
6. Why was the shop called the Lucky Shop?
7. What did the middle-aged man do with the watch?
8. How many prizes did the boy win? What were they?
9. Why was Rambabu upset?
10. In what way did the shopkeeper make a fool of Rambabu?

Vocabulary:

A. Complete the following sentences choosing a phrase from those given in brackets.

1. _____ is held at the time of the Sivarathri festival.
(A big show, A big fair, A big competition)
2. Tradesmen come to the village with all kinds of goods _____.
(to display, to buy, to sell)
3. Uncle told me _____ while he was away.
(not to buy anything, not to eat anything, not to talk with anyone)
4. The owner of the Lucky Shop wanted everybody present _____.
(to play the game, to win a prize, to try their luck)
5. The first time I took a chance, I got _____.
(a bottle of ink, a soap box, two pencils)
6. My uncle said that the shopkeeper had made _____.
(a fool of me, a mistake, friends with many people)

B. Fill in the blanks in the paragraph below with words from the box.

last huge tiny foolish big interesting unlucky

There was a _____ temple fair in our village. We could buy anything from a _____ toy to _____ camel. I went to the fair on its _____ day with my Uncle and Venkat. We went to the lucky shop. It was very _____. I tried my luck but did not win any prize. Later, uncle told me that I was more _____ than _____.

C. Notice the use of 'there' in the following sentences

- ◆ There was a big crowd at the fair.
- ◆ There were many things I would have liked to buy.

Now rewrite the following sentences using 'there' in the beginning. Look at the following examples:

- ◆ I can do nothing to help you.
There is nothing I can do to help you.
- ◆ A man at the door is asking to see you.
There is a man at the door asking to see you.

Now rewrite the following sentences:

1. This park has beautiful roses.

2. Your story has no fun in it.

3. We have no secrets between us.



4. My village has two government high schools.

5. This problem can be solved in two ways.

D. There are many words that end in either '-ous' or '-able'.

For example: prosperous, honourable. '-ous', '-able', '-ful' and '-less' are suffixes. By adding these suffixes to nouns, we get new words which are adjectives.

Examples:

- ◆ danger + ous = dangerous
- ◆ courage + ous = courageous
- ◆ favour + able = favourable
- ◆ remark + able = remarkable

'-ness', '-ment', '-ion', '-ance' are also suffixes. '-ing' is added to verbs to show continuity of action: Eg. They go there everyday. They are going there now. '-less', '-ful' are added to nouns: Eg. care-careless, beauty-beautiful. '-ance' '-ion' and '-ment' are added to verbs. Eg. accept-acceptance, create-creation, advance(V)-advancement. '-ness' is added to adjectives: Eg. good-goodness.

Now complete the words using appropriate suffixes

less ing ness ful ment ance

taste _____ hope _____ search _____

wash _____ beauty _____ move _____

sick _____ pay _____ accept _____

end _____ announce _____ work _____

Grammar:

Read the following sentences:

1. Anji is neither my friend nor my enemy.
2. Uncle warned me neither to buy anything nor to go too far.
3. The shopkeeper was neither young nor old.
4. He seemed neither too smart nor too lazy.
5. The shopkeeper looked neither happy nor sad.
6. Uncle was neither angry nor sad.
7. It was neither good luck nor bad luck.

In the above sentences, the conjunction neither - nor is used to express that two or more things are not true.

Now write sentences using the following:

Speak - English - Telugu

Is /are - Rich - Poor

Clever - Dull

Writing:

There is a conversation between uncle, Rambabu and Venkat. Read the text of the lesson and complete the following conversation.

Uncle : Why are you so dull Rambabu? Did anything happen?

Rambabu: Nothing uncle.

Uncle : What happened there in my absence? Venkat.

Venkat : I will tell you, sir. Rambabu played a game of luck.

Uncle : Then what happened?

Venkat : _____

Uncle : _____

Venkat : _____

Rambabu : _____

Uncle : _____

Rambabu : _____

Uncle : _____

Part – C

Project work:

1. Imagine you are Rambabu. Recollect your experiences at the shop and present in the order. What did you learn? What is your message to other boys at your school?
2. Take five steps. Give those five steps to five groups. Ask them to write their experiences at temple fairs in their villages. Collect them and arrange their experiences in the order.

Group	Name of the temple fair	Place / Village	Their experiences

Reading card:

Hard work always pays

Once, there were two friends in a village. They were Anji and Nagesh. They were from a middle-class family. Anji was a very hard-working boy whereas

Nagesh was lazy. Nagesh wanted to make easy money. One day they came to the city for earning money. They went to a wealthy merchant called Ravi for a job. The merchant was





ingenious. He gave each of them a cane basket. He took them to a well in his garden and said, "Take these baskets and draw water from the well till dusk."

Anji and Nagesh took the baskets and went near the well. Nagesh thought it was foolish to bring water in a cane basket. So he kept the basket aside and slept under a tree. On the other hand, Anji kept working all through the day. In the evening when he was pulling the basket up, he saw some gold coins in the basket.

Anji, who was very honest and sincere, took those coins to the merchant. The merchant was very pleased with the honesty of Anji. He gave anji all the gold coins. He also gave him a job in his factory. Nagesh felt ashamed and went away.

Moral: Hard work always pays.

Glossary:

easy money	:	getting money without work
ingenious	:	smart and skillful
cane basket	:	basket made of cane (bamboo stems)
pull	:	draw
honest	:	frank
ashamed	:	feel shame

Comprehension:

A. Answer the following questions:

1. What is the nature of Nagesh?
2. Why did Anji and Nagesh go to the merchant?
3. What did the merchant ask them to do?
4. What did Anji do with the cane basket?
5. What did Nagesh do after taking the cane basket?
6. What did Anji get from the well?
7. What did Anji do with the gold coins?
8. Why was the merchant pleased?
9. What do you learn from the story?
10. Why did Nagesh feel ashamed?

B. Read the following statements and write True/ False:

1. The two friends belong to a rich family []
2. There was a well near the merchant's house []
3. Nagesh worked hard throughout the day []
4. Anji was rewarded for his bravery []
5. Anji saw gold coins in the basket []

Listening Input:

Good luck bad luck!



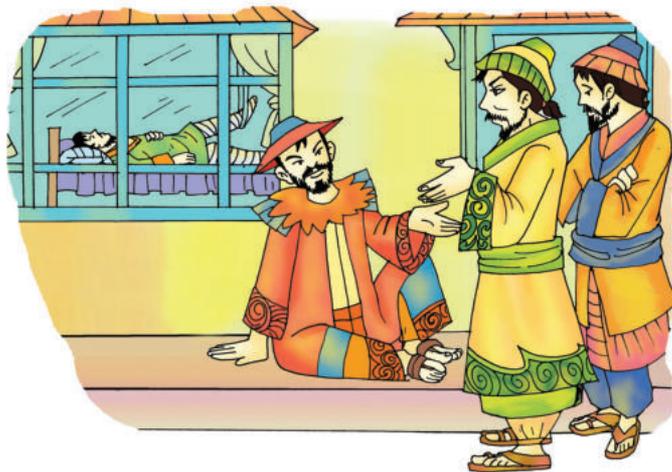
There is a Chinese story of a farmer who used an old horse to till his fields. One day, the horse escaped into the hills and when the farmer's neighbours sympathized with the old man over his bad luck, the farmer replied, "Bad luck? Good luck? Who knows?" A week later, the horse returned with a herd of horses from the hills and this time the neighbours congratulated the farmer on his good luck. His reply was, "Good luck? Bad luck? Who knows?"

Then, when the farmer's son was attempting to tame one of the wild horses, he fell off its back and broke his leg. Everyone thought this was very bad luck. Not the farmer, whose only reaction was, "Bad luck? Good luck? Who knows?"

Some weeks later, the army marched into the village and forced into army every able-bodied youth they found there. When they saw the farmer's son with his broken leg, they let him off. Now was that good luck or bad luck?

Who knows?

Everything that we see as an evil on the surface may turn out to be a good in disguise. And everything that seems good on the surface may really be an evil. So we are wise when we leave it to God to decide what good fortune is and what misfortune is, and thank him that all things turn out for good with those who love him.



Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Good luck gold. b. A game of luck. c. I heard the Story 'Hard work always pays' and understood the content.			
2. I could do the exercises with the help of my teachers.			
3. I discussed the blind beliefs and bad habits.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work well.			
7. I will be careful while I am alone.			
8. I responded to all the questions.			

Note to the teacher:

Poem: Good luck gold: Theme: Traditions and superstitions

Prose: A game of luck: Theme: Social issues - cheating

Reading card: Hard work always pays: Theme: Dedication to work.

Teachers are requested to keep in mind the above themes while dealing with the lessons. They should listen, read the lessons several times before taking them up in the class. The language elements are to be taken care of while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and the reading cards are provided as supportive learning and teaching materials.

The poem is intended to sensitize the child about the traditions and beliefs in our society. Please take care of rhyming words and rhythm in the poem.

The prose lesson 'A game of luck' is intended to focus on the bad habits that exist in our society. In many areas people are cheated by some persons. This is an experience of a boy in a fair. He was tempted and cheated by a shopkeeper.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in glossary. Focus on active vocabulary and design some more activities to reinforce those words.

Help the child in doing exercises and project work. Encourage them to think and reflect on the subject. Provide slots in the passage to give some time for the child to think and guess. It improves comprehension also.

Pasture



Part – A

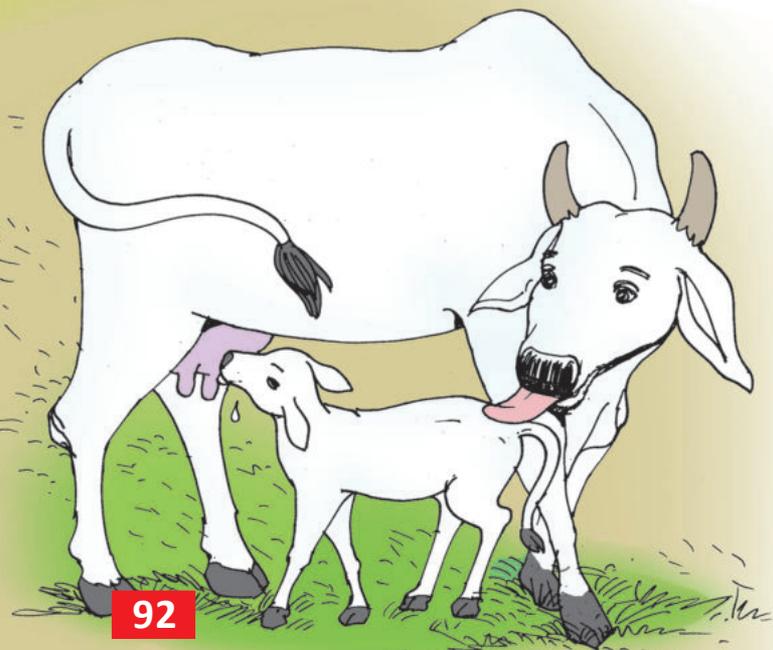
Poem



I'm going out to clean the pasture spring
I'll only stop to rake the leaves away
(And wait to watch the water clear, I may)
I shan't be gone... You come too.

I'm going to fetch the little calf
That's standing by the mother. It's so young
It totters when she licks it with her tongue
I shan't be gone long... you too come.

- Robert Frost



Glossary:

pasture	:	grassland for cattle
spring	:	water source
rake	:	remove dead leaves from the ground
shan't	:	shall not
totters	:	stand unsteadily
I shan't be gone long	:	I was not there for a long time

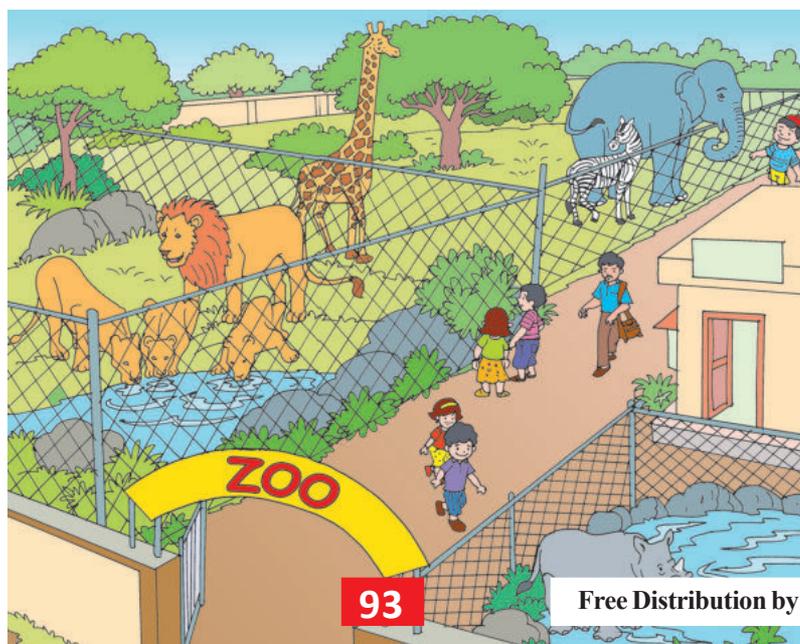
Comprehension:

Answer the following questions.

1. Who is 'I'm' in the poem?
2. Why did he/she go to the pasture? What did he/she do there?
3. What is standing by its mother? What is it doing?
4. Have you ever watched animals with their calves? Do you like such scenes? Why?

Part – B

Picture for interaction:



Points for Discussion.

1. What are the children watching?
2. Write down the names of the animals in your note book?
3. What animals do you see in the picture?
4. Where are the animals?
5. Do you think they are happy there?

Reading card:

The best reward

"Victory to you Maharaja!" said the hunter to Sri Krishnadevaraya with a beautiful parrot in his hands. The king raised his hand and asked him to come near. The hunter went near the king. "This parrot is beautiful", the king said. "Yes, your Majesty! This can be a pleasant company to her Highness, the Maharani." The hunter handed over the parrot to the king. The king duly rewarded the hunter and sent the parrot to the queen Tirumala Devi. The queen, in her turn, put the bird in a golden cage.



Seeing the king the queen thanked him with a beaming face. "Thank you, Maharaja! You have honoured my chamber with a beautiful gift." The king smiled, "I know Maharani, and you will be overjoyed with this gift."

Both the king and the queen fed the bird with different fruits and nuts. They even taught it nice words. The parrot learned those words and kept on repeating them to the pleasure of the king and the queen.



One day Tenali Ramakrishna, the court poet visited the queen. He observed the bird in the cage. He too liked the bird but felt sorry that such a beautiful bird was caged just for the pleasure of the king and the queen. He wanted to make the bird free. But he did not speak out his feelings to the king or queen. That would displease them, he thought.

A few days later he got an opportunity to talk of the bird to the king and the queen.

"This parrot looks majestic, your Highnesses!"

"Yes, we both are very much delighted to have it."

"mmm..., Maharaja....."

"Yes, My dear! Go on."

"I ought to remind one thing to you, Maharaja! Parrots are not really

intelligent. They just imitate sounds. They repeat what we train them in. If we train them in saying bad words, they repeat them also."

"But you have to prove this, Ramakrishna! Our parrot can never say bad words," said the queen. "If you prove this we will give you whatever you want," said the king.

Ramakrishna turned towards the queen. "Maharani! Could you permit me to keep the parrot with me for a few days?" "Take it, but remember it is a royal bird," said the king.

Ramakrishna went away with the parrot. He took the parrot to a bird trainer.



Handing over the bird to him, Ramakrishna said, "Bhadram! Here is the royal parrot." "It's very beautiful sir!" "It's beautiful, right, but you have to train it in speaking only bad words. Do you understand?"

"The king will cut off my head. What harm did I do to you?" the bird trainer said, disturbed.

Ramakrishna laughed. He assured him that there would be no danger for him.

A few days later Ramakrishna took the bird to the royal couple. They were glad to see it back and put it in the cage. Immediately the bird began repeating "the king is a crook and the queen is ugly." The king and the queen were hurt. They became angry.

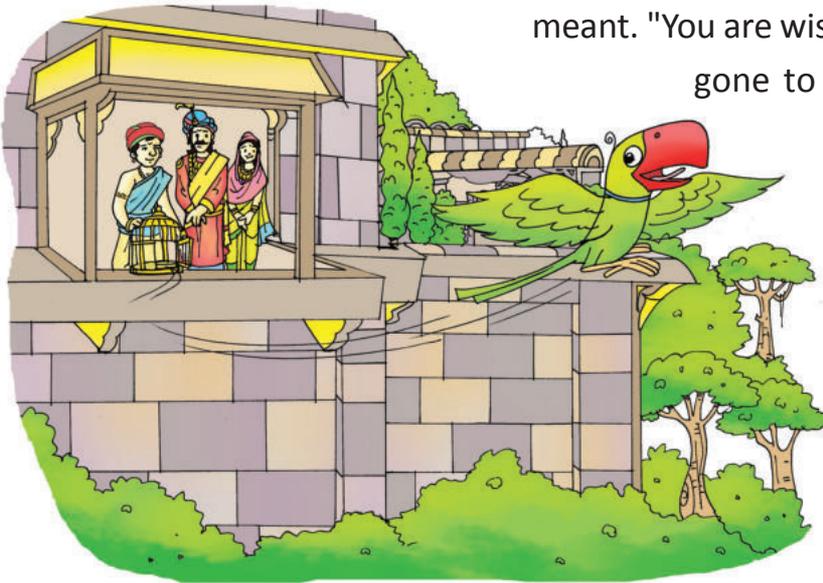


Ramakrishna said, "Pardon me Your Highnesses. The bird is just trained to repeat these words. It strongly desires freedom, not what you offer to it."

"How can it be Ramakrishna? Can you prove it?" asked the queen. "If you prove it you will get whatever you want," said the king. He turned to the queen and asked her to open the cage. The queen did it so. The parrot was very hungry. As there was no food readily available with the queen the parrot flew to the window and through the window to the garden and from the garden across the blue sky in search of food and to its own flock.

The king and the queen were stunned. They understood what Ramakrishna meant. "You are wise, Ramakrishna! The bird has gone to the place where it belongs.

You must be duly rewarded for what you made us see," said the king. Ramakrishna folded his hands respectfully to the King and the Queen, and said, "Thank you, Your Majesty! I am already rewarded."



Glossary:

beaming	:	shining
delighted	:	pleased
observe	:	see and watch
opportunity	:	a chance to do something
crook	:	dishonest
ugly	:	not beautiful
proceed	:	go on
intelligent	:	clever
stunned	:	shocked
flock (n)	:	a group of birds
reward(n)	:	a gift offered in return to a service



Comprehension:

A. Answer the following questions.

1. What was the gift Sri Krishnadevaraya and his queen got? Who gave it?
2. How did the royal couple treat the parrot? Do you think the bird was happy?
3. Was Ramakrishna pleased to see the bird in a cage?
4. What did Ramakrishna do to the bird finally?
5. What reward did Ramakrishna get?

B. These sentences are in the text. Write against the sentences who said them.

1. "Victory to you Maharaja!"
2. "Thank you, Maharaja! You have honoured my chamber."
3. "You have to train it in speaking bad words only."

C. These sentences are not in the text. Guess who could have said them.

1. "Take this bird to the queen!"
2. "How beautiful is this gift from the king!"
3. "No! This beautiful bird must not be here."

Vocabulary:

A. Match the words given under 'A' with their meanings under 'B.'

A		B	
1. present	[]	a. clever	
2. delight	[]	b. group of birds	
3. intelligent	[]	c. pleasure	
4. observe	[]	d. gift	
5. flock	[]	d. watch	

B. Read the following pairs of opposite words.

different	x	same
remember	x	forget
foul	x	fair
ugly	x	beautiful
wrong	x	right
pleasant	x	unpleasant
available	x	unavailable

Use the words given in the above box and fill in the blanks in the following sentences.

1. Ravi played foul in the game. The teacher asked him to be _____.

2. Their bus went the wrong route and was late. But our bus went in the _____ direction.
3. Fruits are available here. But sweets are _____.
4. It is pleasant to be under a tree. But it is _____ to walk in hot sun.
5. Remember doing your homework. Don't _____.

C. You can bring out 30 birds and animals from this circle. Try.



Examples: Parrot, raven, peahen, _____, _____,

_____ / _____ / _____ / _____ / _____

_____ / _____ / _____ / _____ / _____

_____ / _____ / _____ / _____ / _____

_____ / _____ / _____ / _____ / _____

Language activity:

Understanding a sentence

(Subject + Predicate)

Look at this sentence.

This parrot is very beautiful.

1

2

Have you observed the two parts in the above sentence?

The first part has a name of a bird. Names of places, persons, birds, animals and things are nouns. Every sentence has this part. This is called the subject of the sentence.

The second part says something about the first part. This is called predicate.

For example,

Ms. Sunitha is our teacher.

You now know what is subject and what is predicate here. Now look at this exercise and match 'A' with 'B'. Rewrite the sentences in the lines given.

A

B

- | | |
|------------------------------------|---------------------------------------|
| 1. Visakhapatnam | [] a. is our capital city. |
| 2. The Godavari and the Krishna | [] b. is a farmer. |
| 3. Hari's father | [] c. is our class teacher. |
| 4. Gardening | [] d. are big rivers in South India. |
| 5. Supriya | [] e. is a noble hobby. |
| 6. Amaravati | [] f. is a port city. |
| 7. M.S.Dhoni and Rohit Sarma | [] g. are great poets |
| 8. S.P.Bala Subrahmanyam | [] h. is a tennis star |
| 9. Sania Mirza | [] i. is a great singer |
| 10. Tagore and Subrahmanya Bharati | [] j. are fine cricket players |

Ans:

Writing activity:

Read this letter.

Dear Joy,

Time to play, read and food.
Crack jokes and be funny.
I don't mind.
Be nice to your teachers.
God will be pleased.
Forget not to be gentle and kind.
Here are my blessings.
Be always happy!



Loving as ever
Mom

Now write a small letter to your mother.

Say you are nice but, playful and good at studies and your teachers and your friends love you.

Project work:

Observe some birds or animals living around you.

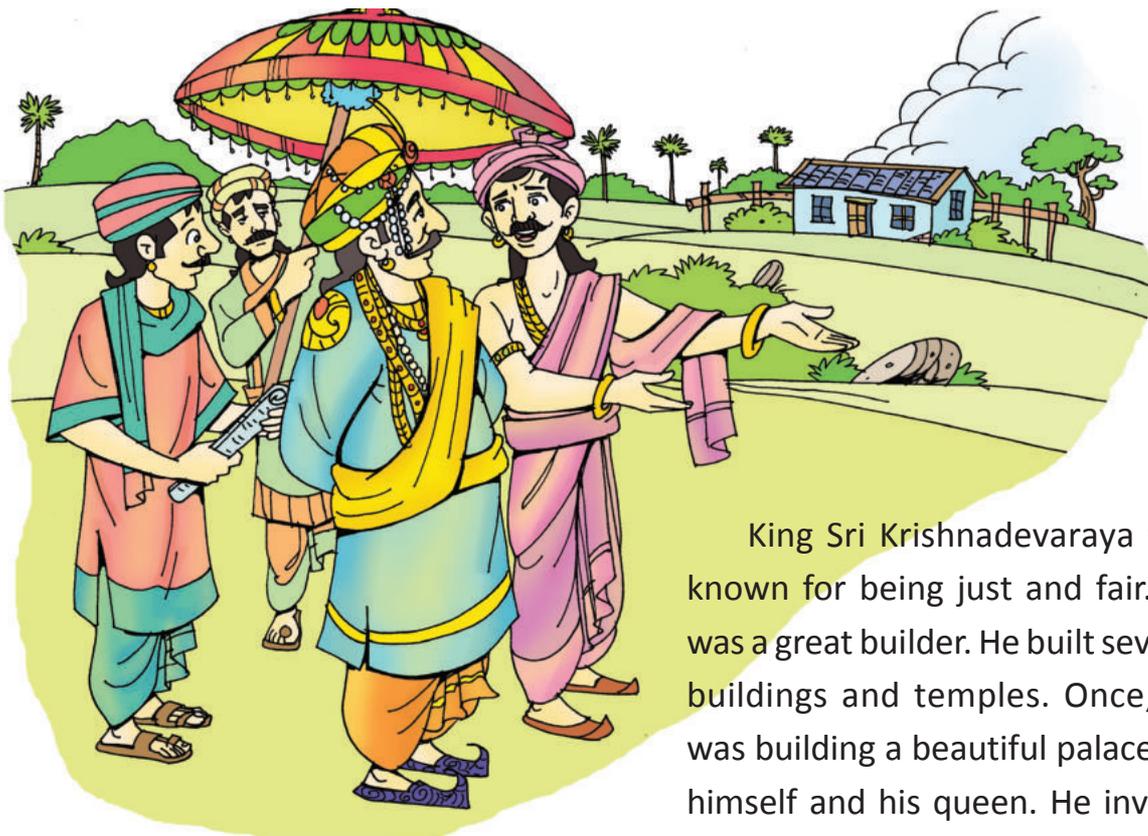
Discuss the way they live with their parents.

Write a short paragraph about the friendship between the man and the animal.

Work in groups and present it to the class.

Reading card:

The palace and the cottage



King Sri Krishnadevaraya was known for being just and fair. He was a great builder. He built several buildings and temples. Once, he was building a beautiful palace for himself and his queen. He invited

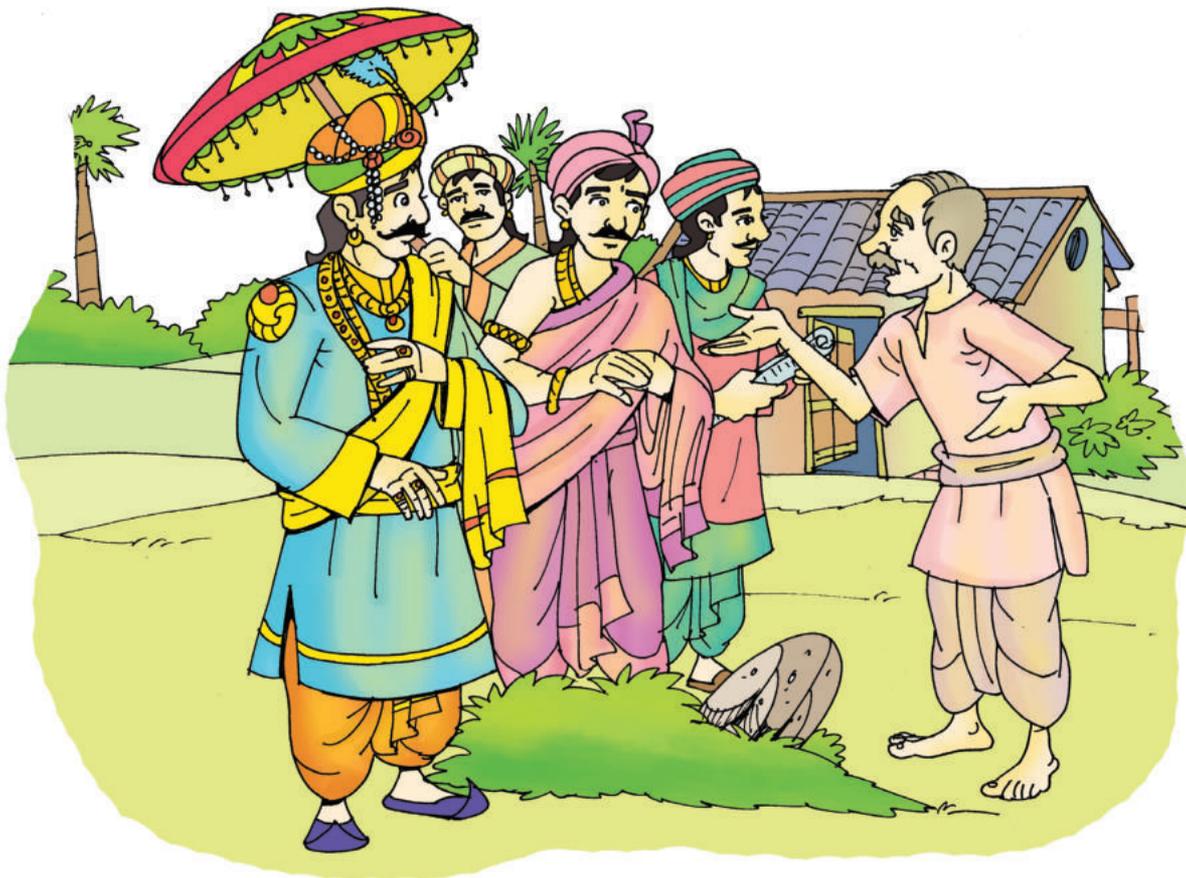
his chief minister, Timmarasu and other architects. He explained to them his ideas of the palace. Soon the plan for the palace was ready. But they noticed that there was a small cottage near the proposed site of the king's palace. They all felt that

the cottage would mar the beauty of the palace.

The king called the owner of the cottage and explained to him about the problem. The king offered him a big price for his cottage and asked him to leave it.

The owner of the cottage said, "Your Majesty, please excuse me for turning down your offer. I love this cottage more than I love myself. Here was I born. Here have I lived all these years of my life. Here do I wish to die."

Sri Krishna devaraya thought that it would be unfair on his part to use any force and take possession of the poor man's cottage. He said to the minister, ***Let the cottage stand here. When people see the palace, they will admire my sense of beauty. When they see the cottage, they will admire my sense of justice.***



Glossary:

architects	=	designers of buildings
tricky issues	=	problems
turn down	=	reject
propose	=	convey
possession	=	taking over as one's own

Comprehension:

Answer the following questions.

1. What were the qualities for which Sri Krishnadevaraya was famous?
2. What was his new plan?
3. What was the problem they noticed to build the palace?
4. Do you take it as a problem? Why?
5. Was the owner ready to give his cottage? Why?
6. How did king solve the problem?



Listening input:

Black belt

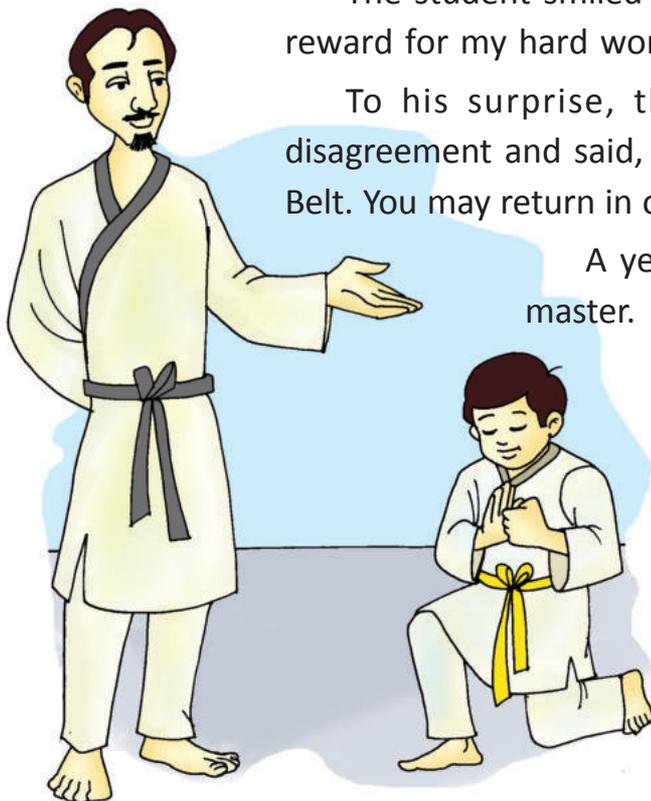


A martial artist, who spent several years mastering karate, was waiting to receive the Black Belt from his master when he was told that he had to pass one more test.

"What's the significance of the Black Belt?" asked the master. "If you can answer this question correctly, I shall give you the Black Belt."

The student smiled confidently and replied, "It's the reward for my hard work!"

To his surprise, the master shook his head in disagreement and said, "You are not ready for the Black Belt. You may return in one year."



A year later, the student went to his master. Once again the master asked him the real meaning of the Black Belt. The student was bewildered and answered "it's a symbol of the highest achievement in our art!"

The master once again shook his head in disapproval and told the student to return the next year with the answer.

The following year, the student went to his master, looking very humble.

"Have you understood the importance of the Black Belt?" the teacher asked him.

"Yes, Master," replied the student. "I've realized that it is not the end but the beginning of a never ending journey of discipline, work and the pursuit of excellence."

"Here's your Black Belt," said the master, smiling happily. "You have finally understood its true significance."

Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. You come too. b. The best reward. c. I have listened to C.D, followed the way the lessons were well read or recited.			
2. I could do the exercises.			
3. I discussed the characters and theme with my friends.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work on my own.			
7. I will love my fellow-beings hereafter. I will not quarrel with them.			
8. I have written answers to the questions.			



Note to the teacher:

Poem: You come too: Theme: Love for fellow beings.

Prose: The best reward: Theme: Birds and their freedom.

Reading card: The palace and the cottage: Theme: Co-existence with fellow-beings.

Teachers are requested to keep in mind the above themes while dealing with the lessons. They should read the lessons several times before taking them up in the class. Take care of the language elements while dealing with the lesson. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

The poem is to sensitize the child about the wonderful animals around us. Please take care of rhyming words, sensibility and rhythm in the poem.

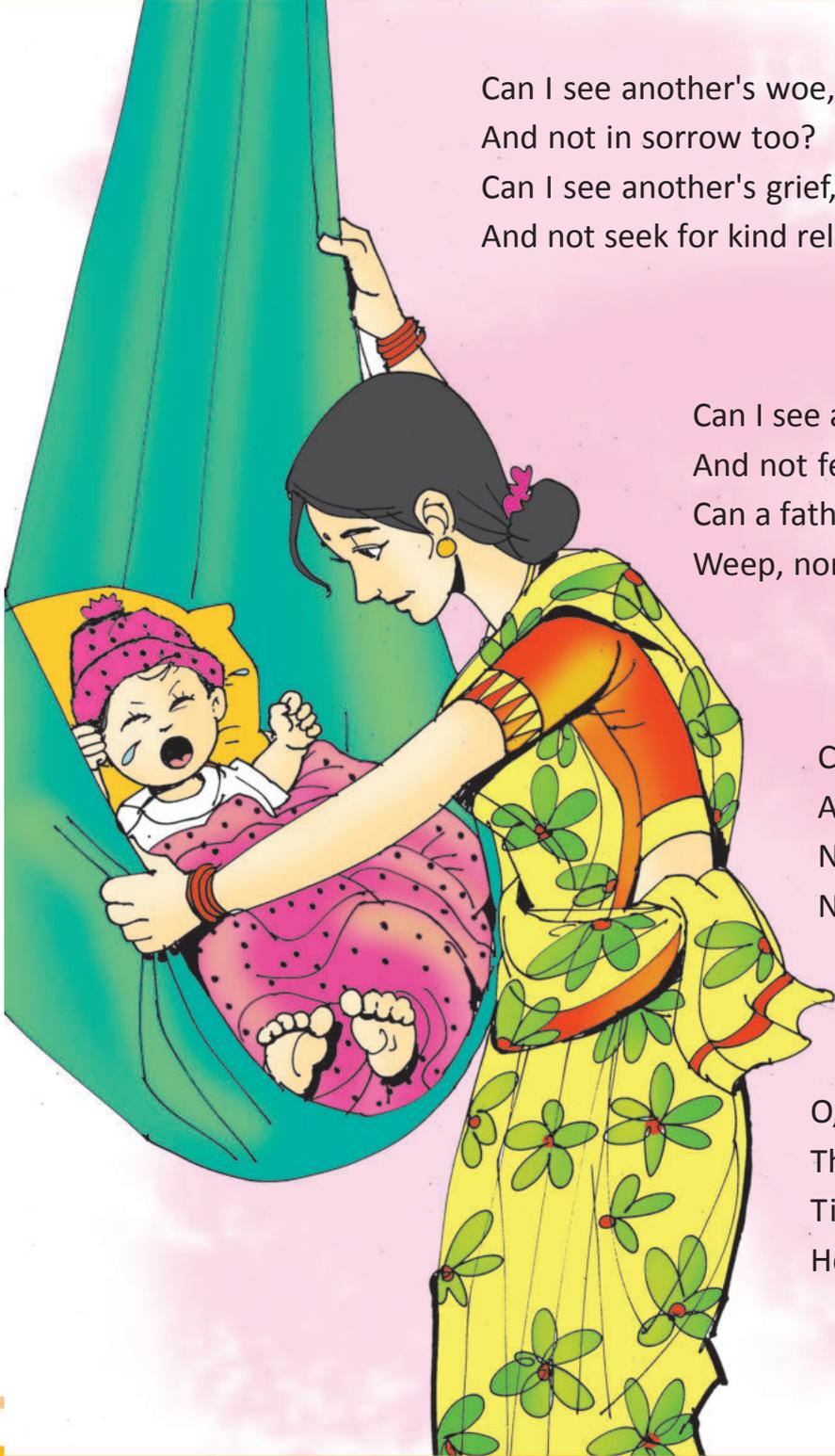
The main aim of this unit is to sensitize the children about the rights of our fellow-beings - birds and beasts for their living together with us in peace and amity. Children should learn about the birds and animals with interest, love and friendship. They are part of our environment.

In the reading card the greatness and generosity of Sri Krishna devaraya are focused. How he cared for a poor man's opinion is the key point in the story.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in the glossary. Focus on the active vocabulary and design some more activities to reinforce those words.

Help the child in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the child to think and guess. It improves comprehension also.

Another's sorrow



Can I see another's woe,
And not in sorrow too?
Can I see another's grief,
And not seek for kind relief?

Can I see a falling tear,
And not feel my sorrow's share?
Can a father see his child
Weep, nor be with sorrow filled?

Can a mother sit and hear
An infant groan, an infant fear
No, no! Never can it be!
Never, never can it be!

O, He gives to us His Joy,
That our grief He may destroy:
Till our grief is fled and gone
He doth sit by us and moan.

- William Blake.

Glossary:

woe	:	feeling of sadness
relief	:	comfort, relaxation
infant	:	young child, baby
grief	:	sorrow, sadness
seek	:	find, search
groan	:	murmur
fled	:	ran away
doth	:	does
moan	:	making little sound with pain

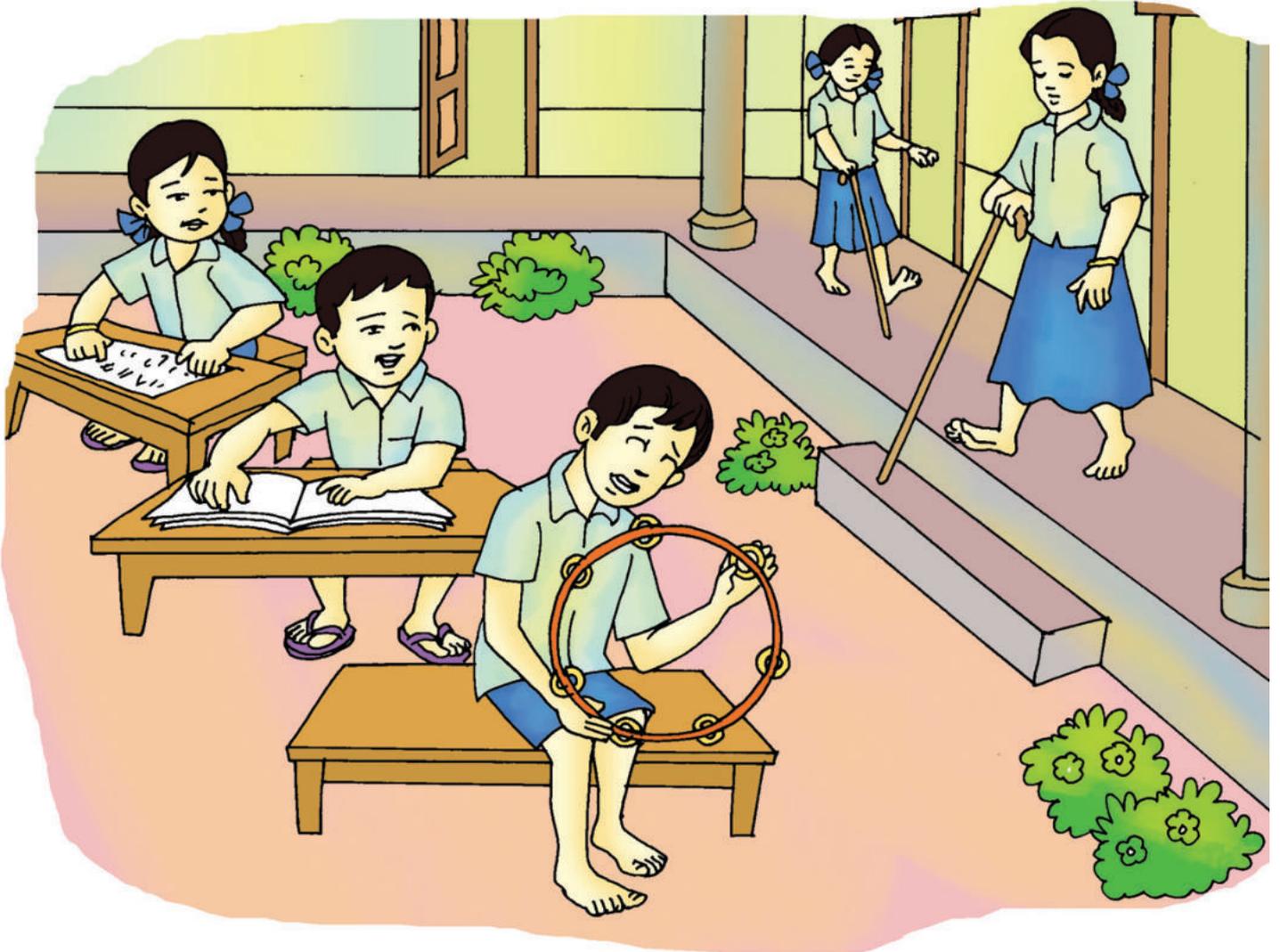
Comprehension:

Answer the following questions.

1. Who is 'I' in the poem?
2. Who can identify with the infant's grief?
3. Do parents sense the pain of their child?
4. 'He' stands for whom in the poem?
5. Who creates the world? Does he destroy the pain too?



Picture for interaction:



Points for discussion:

- ◆ Can you guess what their problem is?
- ◆ Can they see things as you and I?
- ◆ Do you think they can get treatment? How?
- ◆ How should we take care of our eyes?
- ◆ What happens if we do not take care of our eyes?

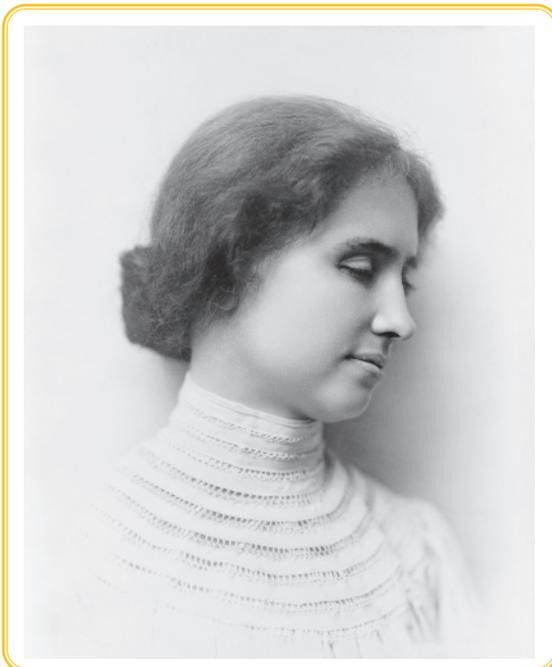
Reading card:

Helen keller

"Congratulations! Captain! You are blessed with a girl child." said the nurse to Mr. Arthur H. Keller. "Thank you very much sister!" replied Arthur, "How is the baby? How is Kate Adams? Can I see them now?". "Both mother and baby are fine. You can go in and see them," said the nurse, "your baby is very cute". Arthur went to the ward and saw his wife and daughter. "See dear! Her nose is just like yours," said Kate, "Girls generally, resemble their fathers."



"What name shall we give to our baby?" asked Arthur, "Shall we call her Mildred Campbell?" "I would like to give her my mother's name, Helen Everett," said Kate, "It is a nice name". Arthur agreed with his wife. He took the girl to the church. The minister asked him to tell the name. But Arthur could remember only the first part of the name 'Helen'. So he added the second part of his wife's name 'Adams'. She was called, 'Helen Adams Keller'.



Both Arthur and Kate loved their baby very dearly. Helen was a healthy baby. She was very active. When she was six months old she could say, "Tea,

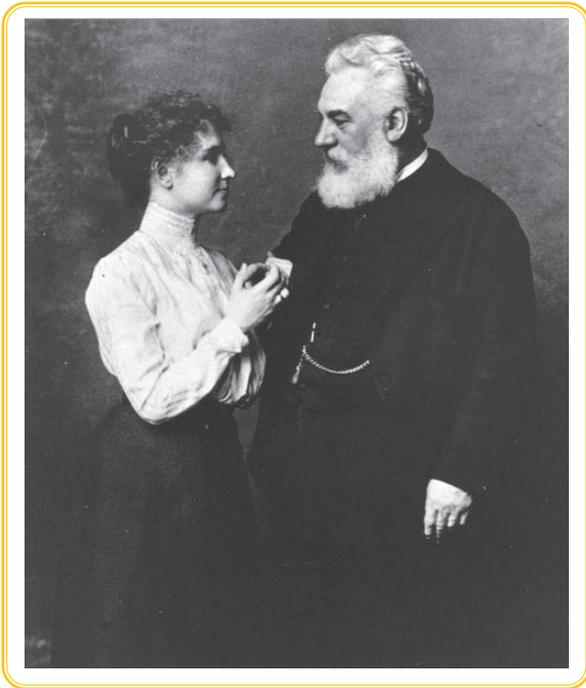
tea,tea" quite plainly. She walked on the day when she was a year old. She used to slip from her mother's lap and run towards flickering shadows of leaves. She enjoyed the spring with the musical song of the robin. Summer brought in many fruits and flowers. Helen was 19 months baby now.

Suddenly one day, Helen became ill. She got a high fever. The doctors said, "This is a serious problem. She may not live." But to their surprise the girl lived. The fever left her as suddenly as it had come.

But the girl was not the same after her fever. "I think there is something wrong with our child" said Kate. Her suspicion was correct. They found that their baby can't see or hear.



Arthur and Kate looked after their child Helen Keller very carefully. "Whatever she asks, give it to her," Arthur told his wife. She grew up. People who saw Helen said, "She can't learn anything." But Kate did not agree with them. "Helen is a smart girl," she said. The girl used to cling to her mother's dress and sit in her mother's lap. But when she grew further she became a highly mischievous child. She did not allow anyone to comb her hair. Her dress was always dirty.



Her parents wanted to find a teacher for her. Luckily they found a young teacher Miss Anne Sullivan. Sullivan agreed to take care of Helen. She helped Helen learn words with her fingers. She brought a doll for Helen. She slowly spelled into Helen's hand the word 'd-o-l-l' using finger play. She learned to spell nouns like doll, pin, hat, cup and verbs like sit, stand and walk using her fingers.

In the later years Helen Keller became an author, politician and

lecturer. She was the first deaf-blind American to get a B.A. degree. Anne Sullivan stayed with Helen Keller for many years. Helen became a famous speaker. She became friends with great people like Graham Bell, Charlie Chaplin and Mark Twain. She devoted most of her time to raising funds for The American Foundation for the Blind. She was awarded 'The Presidential Medal for Freedom'.



Glossary:

resemble	:	look like someone
agree	:	to have the same opinion
minister	:	a religious leader in a church
remember	:	bring back to mind
healthy	:	strong and well
active	:	keeping busy
slip	:	go somewhere quickly
ill	:	unwell, sickness
problem	:	a situation to be solved
wrong	:	not correct
suspicion	:	a feeling that something wrong may be true
carefully	:	with great attention
smart	:	clean, active and stylish
mischievous	:	behaving in a slightly bad way
author	:	writer of a book
politician	:	a member of a political organisation
famous	:	known by many people
speaker	:	a person who gives a speech
devote	:	to give time and effort to something
raising funds	:	collecting money for a purpose

Comprehension:

A. Answer the following questions.

1. Who were Helen Keller's parents?
2. What happened to Helen Keller's health?
3. When did Helen Keller start walking?



4. Who trained Helen Keller to spell words?
5. What was Kate's suspicion?
6. How did Anne Sullivan teach Helen?
7. Who were Helen's friends?
8. What did you learn from the life of Helen Keller?
9. Do you think Helen Keller led a happy life?
10. How did Helen Keller inspire differently abled people?

B. Read the following sentences and write True/False in the brackets.

1. Helen was a healthy baby by birth. []
2. Helen's teacher's name was Arthur. []
3. Helen said 'Tea, tea, tea' at the age of six months. []
4. Kate suspected that there was something wrong with Helen's health. []
5. Allen Sullivan helped Helen learn and spell words. []
6. Helen became an unpopular lady. []
7. Helen made friends with Charlie Chaplin. []
8. Helen's life is an inspiration to many people. []

Vocabulary:

A. Fill in the blanks in the following sentences with the other forms of the underlined words.

Eg: Economy - economic / economist

Write - writer/writing

1. Helen joined a political party. She became a famous _____.
2. Helen gave many speeches. She became a famous _____.
3. Allen Sullivan taught Helen. She was Helen's _____.

4. Helen lived in America. She was an _____.
5. Helen played a lot of mischief in her childhood. She was a _____ girl.
6. Helen's health was affected by high fever. Before that she was a _____ child.
7. The roads are filled with dirt. They are very _____.

B. Find the opposite words (antonyms) for the following words from the lesson and write them.

clean	x	_____
careless	x	_____
disagree	x	_____
unhealthy	x	_____
lazy	x	_____
hate	x	_____
forget	x	_____
last	x	_____
in	x	_____
old	x	_____

Grammar awareness - 1

Using Question words:

What happened? Who was that? Which is correct? When you want to ask about something you use special sentences called questions and use question words. Some of these words are 'who (or whose or whom), which, what.'

Observe the following sentences

1. Who is your English language teacher?
2. Whose pen is this?
3. Who do you want to see?
4. Which game do you like?
5. What is your father?

Choose the correct question word to complete each sentence

1. ----- did you call? Me or Sai Chand?
2. ----- won the match?
3. ----- are you doing?
4. ----- way do you go?
5. ----- of these colours do you like best?
6. ----- way is it to go to the post office?
7. ----- house is this?

Grammar awareness - 2

These are the words you usually find everywhere in our texts.

I, me, my, mine	he, him, his	she, her, hers
You, your, yours	we, us, our, ours,	they, them, their, theirs

These words are used to refer to names in sentences.

Look at these sentences.

Rajesh is here; he wants to speak to you.

Lata is a nice girl; she always gets first class.

All the boys are restless; they want to play cricket now.

We know that he, she and they are used to refer to Rajesh, Lata, and all the boys. These are called **personal pronouns**.

Personal pronouns appear in different forms: he, his, him, she, her, hers, they, them, their, I - me - my; we - our - us - ours; you - your - yours - theirs.

Practice:

Find the personal pronouns in each sentence. Write it in the space provided. Underline the word to which the personal pronoun refers.

- _____ 1. Nitin spoke to his father.
- _____ 2. The father was sorry for his son's problem.
- _____ 3. Mrs. Santa Rao said that her new book was out
- _____ 4. The boys were fighting about their sweets.
- _____ 5. The teacher says that she will not allow Ravi to be late to his school.
- _____ 6. Jyotsna and Swetha are going to their school.
- _____ 7. Ketan said that he would not give his book to anyone.
- _____ 8. All the students went back to their seats.
- _____ 9. The driver parked his car under the tree.
- _____ 10. Ms. Anushka said that she was happy with her performance in 'Rudrama Devi'.

Writing:

In this lesson you have observed how Helen Keller overcame her blindness and deafness. Have you found any person with some health problem? Write a few sentences about how they are facing their health problems and disabilities. The following words may help you.

problem health sick doctor support
care treatment recovered faced etc.,

Project work

Talk to your family members about their experiences in a hospital and write about one of them.

Reading card:

A memorable evening

Have you ever heard of SHAR - Satish Dhawan Space Research Centre? Have you ever heard of Rockets and satellites and their launching? Don't bother if you have not heard. You will learn of them in a little while when you go to your high school later. SHAR is one of the most important Space Research Centres in the world. It is located at an island town, Sri hari kota in Sullurpet Mandal of SPSR Nellore District.

A big team of scientists work very seriously at the SHAR. Once a very big



event was to take place there. All scientists were very busy. One scientist, however, approached his Chief and requested him for permission to go early that evening at 5 a.m. as he had promised his children to take them to an exhibition. The director gave permission to him to leave the place. The scientist was a very hard-working team member.

The scientist went back to his work happily. He began attending to his work. When he got some leisure, he lifted up his head. "Oh God!" He exclaimed in utter disappointment. A clock on the wall showed it was 8 o'clock in the evening. He hurriedly got up, rushed to the chamber of his director. The room was locked.

He rushed to his home cursing himself. He expected an angry wife and grumbling children waiting for his return. None of it. His wife was happily reading a novel. She asked him, smiling, whether he would have his evening coffee or would refresh and take his evening meal. The scientist was surprised and inquired of children. Wondering, his wife told him that exactly at 5.15 p.m. his director came to their quarters picked up the children and took them to the exhibition. "How come that you don't know this!" The scientist was stunned. There were tears in his eyes.

Could you guess who that director was? None other than our dear Kalam Saab! No wonder that he won the love and respect of the whole country later and rose to the status becoming the President of our Nation-Dr. Abdul Kalam.



Glossary:

space	:	the regions beyond earth's atmosphere
research	:	investigation to discover new information or facts
disappointment	:	sadness
status	:	position

Exercises:

A. Fill in the blanks with suitable words.

1. SHAR is located in _____ District
2. All the scientists were _____.
3. His wife was reading a _____.
4. The chief took _____ to the exhibition.

B. Answer the following questions

1. What is SHAR?
2. What activities take place there?
3. What was the request the scientist made?
4. Who took the children to the exhibition?
5. Who was the director?



Listening input:

A blind boy

A blind boy sat on the steps of a building with a hat by his feet. He held up a sign that said: 'I am blind, please help.' There were only a few coins in the hat.



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

Soon the hat began to fill up. A lot more people were giving money to the blind guy. That afternoon the man who had changed the sign came to see how things were. The boy recognized his footsteps and asked, 'Were you the one who changed my sign this morning? What did you write?'

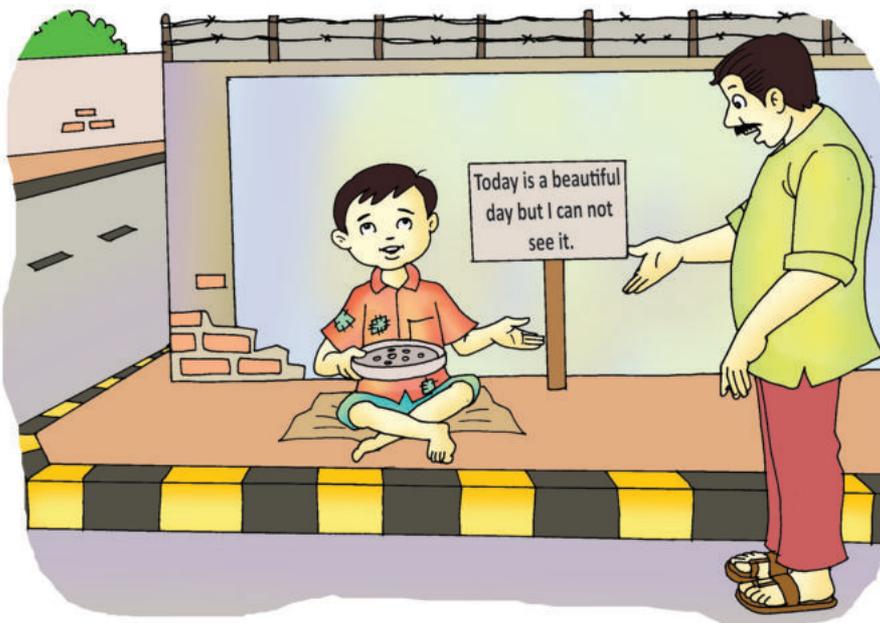


The man said, 'I only wrote the truth. I said what you said, but in a different way.'

What he had written was: 'Today is a beautiful day but I cannot see it.'

Do you think the first sign and the second sign were saying the same thing?

The second sign was more effective than the first one.



Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Another's sorrow. b. Helen Keller. c. 'A memorable evening' on the C.D and understood the contents well.			
2. I could do the exercises with the help of my friends and teachers.			
3. I discussed the characters and theme.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work on my own.			
7. I admire the great leaders who inspire us through their actions and words.			
8. I responded to the questions well.			



Note to the teacher:

Poem: Another's Sorrow: Theme: Human and divine bonds that pervade in our life.

Prose: Helen Keller: Theme: Perseverance and inspiring leadership.

Reading card: A memorable evening: Theme: Simplicity and honesty.

Teachers are requested to keep in mind the above ideas while dealing with the lessons. They should read the lessons several times before taking them up in the class and take care of language elements while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

The poem speaks of the human and 'divine' bonds that pervade our lives. It breathes out a sweet hope that man will not be left alone. When there is a gloom of sorrow there is a bloom of relief too. Please take care of the rhyming words, sensibility and rhythm in the poem. Take the voice and tone of the poet to the children.

The lesson on Helen Keller speaks of a fact that physically challenged girl could become a graduate, a politician and lecturer, and in the end an inspiring leader.

The Reading card is to bring to the knowledge of the children the greatness, sincerity and simplicity of our late President Sri A.P.J Abdul Kalam.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in glossary. Focus on the active vocabulary and design some more activities to reinforce those words.

Help the child in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the child to think and guess. It improves comprehension also.

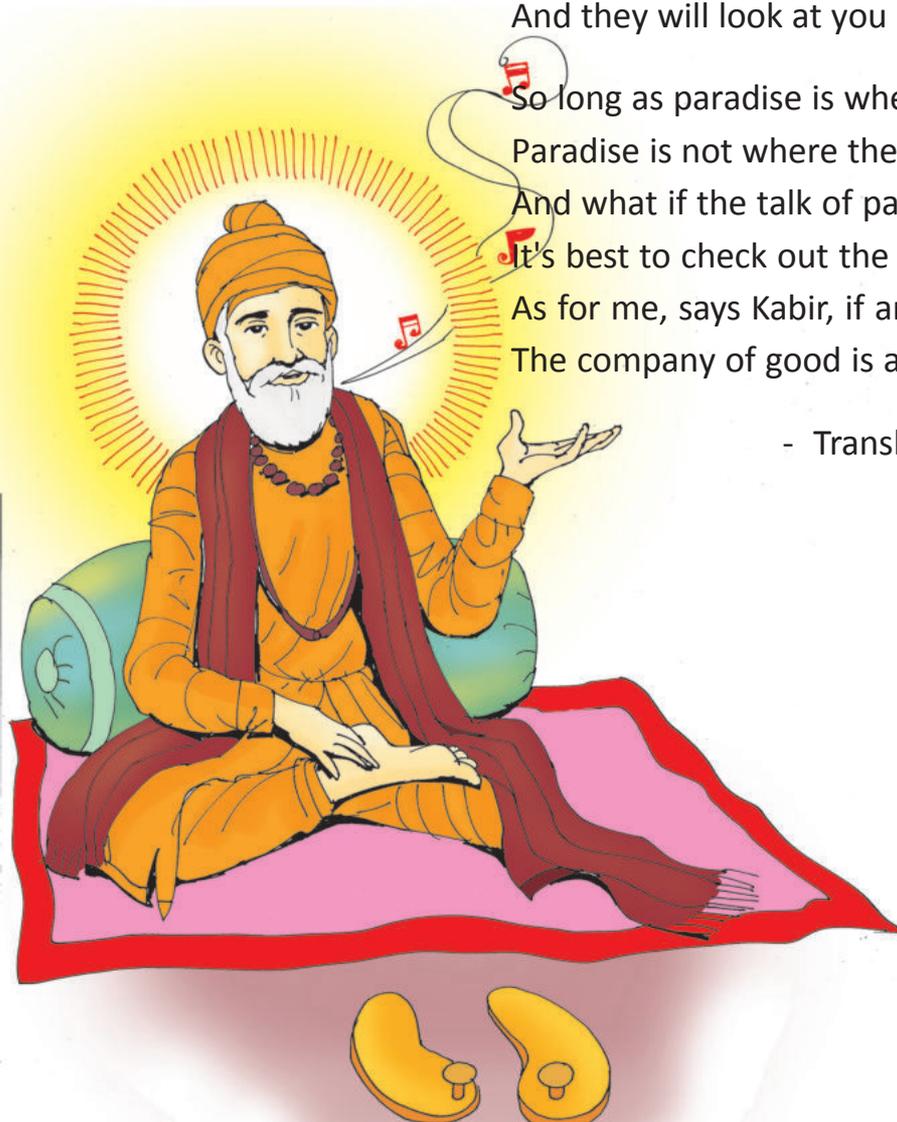
Kabir song



Chalo, chalo
Everyone keeps singing
As if they know where paradise is,
But ask them what lies beyond
The street they live on
And they will look at you blankly

So long as paradise is where they want to go,
Paradise is not where they are going to reach.
And what if the talk of paradise is hearsay?
It's best to check out the place yourself.
As for me, says Kabir, if anyone is listening,
The company of good is all I seek.

- Translation A. K. Mehrotra



Glossary:

paradise	:	heaven
blankly	:	emptily
hearsay	:	information not confirmed
company	:	a group of people

Kabir in this poem asks us not to believe whatever people say. We must believe in the good thoughts, talk and deeds only. we must be in the company of such people only.

Part – B

Picture for interaction:



Points for Discussion.

- ◆ What do you see in these pictures?
- ◆ Are they doing the right thing? Why?
- ◆ How should we treat the fellow beings?
- ◆ Do you have pet animals/ birds? How do you treat them?

Reading card:

Gandhiji the snake charmer

Have you ever seen a snake? A big one or a small one? Were you afraid of it? What do you do if you find a snake suddenly? Are you afraid of going alone when it is dark? Well, Gandhiji was afraid of all these when he was of your age or even much older than you are.

Gandhiji began living in 'ashrams' ever since he was a grown up man. He built several such ashrams such as Phoenix Settlement, Tolstoi Farm, the historical Sabarmathi Ashram, Wardha Ashram or Sevagram at different times in different places. He founded one in Sri Potti Sri Ramulu Nellore District (S.P.S.R. Nellore District) also. 'The Pinakini Satyagraha Ashram' is on the banks of the river Pennar at Pallipadu village in Indukurupet Mandal. As he was not rich, he used to buy lands available at low prices. Those ashrams were attached to farm lands with wells for water supply. He used to grow gardens at these ashrams. Being far away from the areas where people lived these lands were usually infested with snakes.

In those early days, people living in these ashrams used to sleep under tents.



Snakes used to crawl into those tents. It was dangerous to live there, especially, with children. Once a snake was seen hanging from cattle shed. Sometimes a pair of snakes used to appear at bicycle parking places and some other surroundings. They were present in bedrooms also. What to do?

Poisonous snakes



Common Krait



Indian cobra

Gandhiji had a strong belief in non-violence which means one should never do any harm to any being. In his later days, Gandhiji grew into a very confident person. He was never timid.

He would never leave those places. He, however, relaxed his principle of non-violence in this case. He agreed at least in principle that it is better to kill a snake than to allow a snake to kill a child.

Gandhiji wanted to learn the art of catching snakes. But, he never was able to catch a snake or a scorpion. With the help of his friend, Collen Bach, he, however, learned to distinguish between poisonous snakes and non-poisonous snakes. Even poisonous snakes would not bite you unless you disturb them or frighten them. They, in fact, are friends of farmers. Snakes are particularly fantastic in controlling rats which if left alone would destroy a whole crop.

Non-poisonous snakes



Indian Rock Python



Perrotet's Shield-tail Snake

Gandhiji, once wrote in his journal "Harijan": Our women offer milk to snakes on Nag Panchami day. This shows the friendship of human beings towards snakes. I also like the picture of Lord Vishnu reclining under a massive hood of a great serpent. It also shows the same friendly attitude."



Though snakes visited Gandhiji's ashrams several times, he never harmed them. They also never harmed anyone.

Once, Gandhiji was speaking to one of his friends, suddenly at the end of the blanket on which he sat was there a big snake with its hood widely spread. Gandhiji saw it but remained calm; his friend caught it from behind its hood and left it far away.

On another occasion, when Gandhiji was at a prayer meeting, a snake came there crawling. The audience broke up helter-skelter. It moved rapidly straight under the blanket on which Gandhiji sat. Gandhiji signalled to them all to be calm and continued giving his message. In a moment, the snake went away quietly.

When asked about the experience later, Gandhiji said, " I too was nervous for a moment, but controlled myself, even if it had bitten me I would have asked you all to let it go unharmed."



A prayer

I offer you peace,
I offer you love,
I offer you friendship,
I see your beauty,
I hear your need,
I feel your feelings,
My wisdom flows from
The Highest Source,
I salute that Source in you,
Let us work together,
For unity and love.

M.K. Gandhi.

Glossary:

crawl	:	drag the body along the ground
relax	:	loosen
distinguish	:	differentiate
destroy	:	ruin totally
declining	:	resting, lie down
helter-skelter	:	in disorder, break up in confusion
occasion	:	the time of an event

Comprehension:

I. Say whether the following statements are true or false. Put a tick mark if it is true or cross if it is false.

1. Gandhiji was not afraid of snakes even when he was a boy. []
2. There were many snakes around Gandhiji's ashrams. []
3. All snakes are poisonous. []
4. Snakes are friends of people. []
5. Gandhiji wanted to kill the snakes. []

II. Answer the following questions.

1. Mention a few ashrams Gandhiji built.
2. What problem did these ashrams face?
3. Do you agree that snakes should be killed? Why? Why not?
4. How can you say that snakes are friends of farmers?
5. What was Gandhiji's attitude towards farmers?

Vocabulary:

A. Finding antonyms

Note: Circle the word or phrase which is opposite in meaning to the key word.

1. dangerous

- A. secure B. unsafe C. safety D. harmless

2. appear

- A. arrive B. disappear C. show up D. turn up

3. distinguish

- A. identify B. differentiate C. confuse D. recognise

4. violence

- A. nonviolence B. regulate C. command D. irregular

B. Using opposites

Use the opposite words in your own sentences.

1. timid x bold eg: Gandhiji was bold in facing snakes.
2. present x absent _____.
3. poisonous x non-poisonous _____.
4. like x dislike _____.
5. rapidly x slowly _____.

C. In the following sentences round off the mis-spelt words and rewrite them correctly in the space given.

1. Gandhiji built several ashrams. Ans: _____
2. He used to grow gardens at these ashrams. Ans: _____
3. Snakes used to be presant in bed rooms also. Ans: _____
4. In later days Gandhiji grew to be a bold parson. Ans: _____
5. Gandhiji was fantastic in contolling himself. Ans : _____

Language item:

Verbs: Action - Linking

The two main kinds of verbs are **action verbs** and **linking verbs**.

Action verbs such as walk, run, talk, greet and eat express physical action.

Linking verbs link the subject with the words that identify or describe the subject.

Example: Hari is a boy. He is going to school.

Sita and Haritha are friends.

They are going to school.

I am a teacher.

Some of the common linking verbs are:

am, is, are

was, were

Appear, look, seem are also linking verbs.



Practice A:

1. In each of the following sentences identify the underlined words as an action verb or linking verb. Write capital A for action verb and capital L for linking verb in the space given.

1. It is very hot today []
2. Mohan is eating a mango. []
3. We are happy now. []
4. This dog barks too much. []
5. My sister draws a lot of pictures. []
6. I am watching a parrot. []
7. The dog is chasing a cat. []

II. Match the items under column A of the following with the items in column B.

A		B
1. The baby	[]	a. bites.
2. Water	[]	b. crawls
3. The dog	[]	c. is asleep.
4. I am	[]	d. eat well.
5. Sandhya and Sushmitha	[]	e. are brother and sister.
6. Murali	[]	f. is far away from my house.
7. The snake	[]	g. is running out.
8. Krish and Keerthi	[]	h. were going to music class.
9. The cinema hall	[]	i. a manager of a bank.
10. We	[]	j. was a cricket player.

Writing:

1. Write at least five sentences of your own about Gandhiji as this passage shows him. Use the words given below.

timid builder bold kind friendly practical nervous

2. Write a few sentences about snakes. You can use the following words.

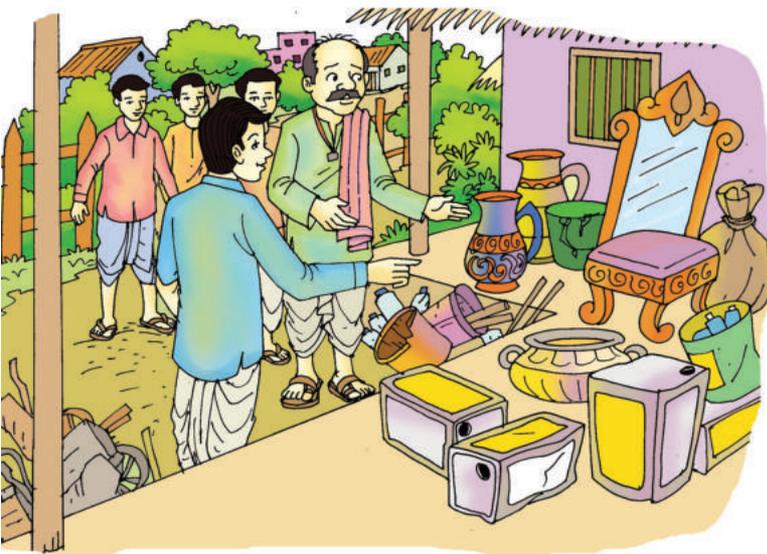
dangerous fields and open places poisonous non-poisonous
friends control harmful not harmful

Project work

Talk to your parents and neighbours about snakes. Collect data about their experiences. Share the information with your friends and write a paragraph about snakes.

Home and the world

Once there lived a rich man in a town. He was very fond of travelling. He visited several important places. Most of the time he stayed away from his house. Occasionally, when he came home, the young people of his locality gathered around him, and he would tell them the wonderful experiences of his wandering life.



Often he would ask them:

"Have you seen Taj Mahal?"

"Have you seen the Qutub Minar of Delhi?"

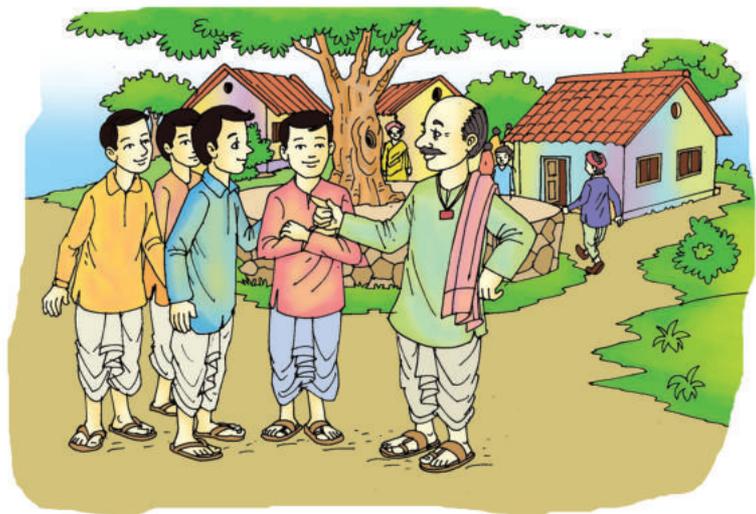
"Have you ever been to Ooty to enjoy its beauty?"

"Haven't you seen at least Charminar?"

Every time the young people would say 'no' the traveller would say, "you people always remain

at home. You are missing the charm of life".

The young people got annoyed with this rich man. They wanted to teach him also something. One day they asked him "Have you ever visited the junk shop in the city? Come, let's pay a visit to it. You must visit it too", they said to him. When they visited



the junk shop, the rich man was surprised to find there many valuable articles missing from his house. "How come my belongings are here?"

The young people retorted "You hardly remain at home. So you are losing the hard earned wealth of your father". He understood that he should have taken care of his property better.

Glossary:

occasionally	:	sometimes
locality	:	small area
junk shop	:	a shop that buys and sells articles
charm	:	attraction
annoyed	:	make one angry
how come	:	(how has it come to be that) how is it

Exercises:

a. Fill in the blanks

1. The rich man was fond of _____.
2. Qutab Minar is in _____.
3. You are missing the _____ of life.
4. The young people took the rich man to a _____ shop.

b. Answer the following questions

1. What was the hobby of the rich man?
2. Name two places the rich man visited?
3. What did the rich man see in the junk shop?
4. What lesson did the rich man learn?

Listening input:

- Mahatma Gandhi is very famous in India as "Bapu" or "Rastrapita".
- The full name of Gandhiji is Mohandas Karamchand Gandhi.

- He was a great freedom fighter who led India as a leader of the national struggle against British rule.
- He was born on 2nd of October in 1869 in Porbandar, Gujarat, India.
- He died on 30th of January in 1948. .
- Rabindranath Tagore has given him another name "Martyr of the Nation".

Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Kabir's song. b. Gandhi, the snake charmer c. 'Home and the world' and understood the content.			
2. I could do the exercises with the help of my friends, teachers and parents.			
3. I discussed the characters and themes with my friends.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work on my own.			
7. I will follow non-violence and propagate it.			
8. I have written answers to the questions.			



Note to the teacher:

Poem: Kabir's song: Theme: Kabir believed in the goodness of heart. It is the only way to reach heaven or God. He asks us to be away from baseless imagination.

Prose: Gandhi, the snake charmer: Theme: Gandhiji's personality and non-violence, and his human side.

Reading card: Home and the world: Theme: Hypocrisy in the present day society.

Teachers are requested to keep in mind the above themes while dealing with the lessons. They should read the lessons several times before taking them up in the class and take care of language elements while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

In the poem Kabir asks us to be away from baseless imagination. Please take care of rhyming words, sensibility and rhythm in the poem. Convey the spirit and tune of the poet to the children.

The prose lesson shows another striking face of Gandhiji and some problems he encountered in initial days of struggles. Discuss the facts of Gandhiji's personality, specially his human side, his love for ordinary people and his simplicity. This selection also insists on the principle of peaceful coexistence of man with the natural world around him. It has a special message to the present day violence-ridden society.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in glossary. Focus on the active vocabulary and design some more activities to reinforce those words.

Help the child in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the child to think and guess. It improves comprehension also.

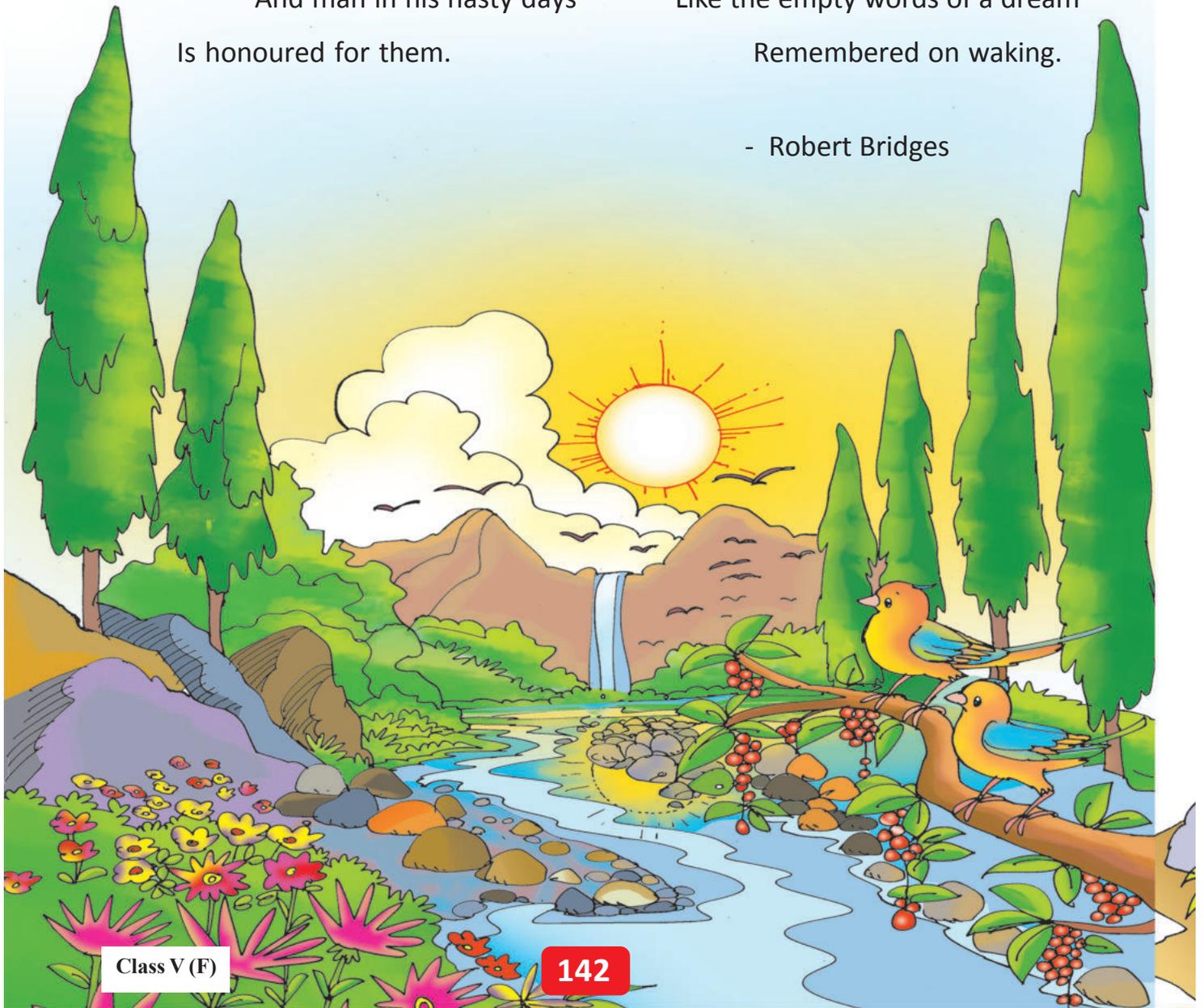
Making beauty



I love all beautiful things,
I seek and adore them;
God hath no better praise,
And man in his hasty days
Is honoured for them.

I too will something make
And joy in the making;
Alth' tomorrow it seem
Like the empty words of a dream
Remembered on waking.

- Robert Bridges



Glossary:

beauteous	:	beautiful
adore	:	worship
alth'	:	although, even if
hath	:	has
joy	:	derive joy

The poet thinks that creation of beautiful things is a matter of praise for God and a matter of honour to man. So, he determines to devote himself to create things of 'beauty'. Such beautiful things may be short-lived, still it is worthwhile to try to make them. It is rightly said that 'a thing of beauty is a joy for ever' (John Keats, an English poet)

Comprehension:

Answer the following questions.

1. What does the poet love?
2. Why God is praised and man is honoured?
3. What does the poet wish to do?
4. Can you guess what the poet means by 'beautiful things'? List a few of them.



Picture for interaction:



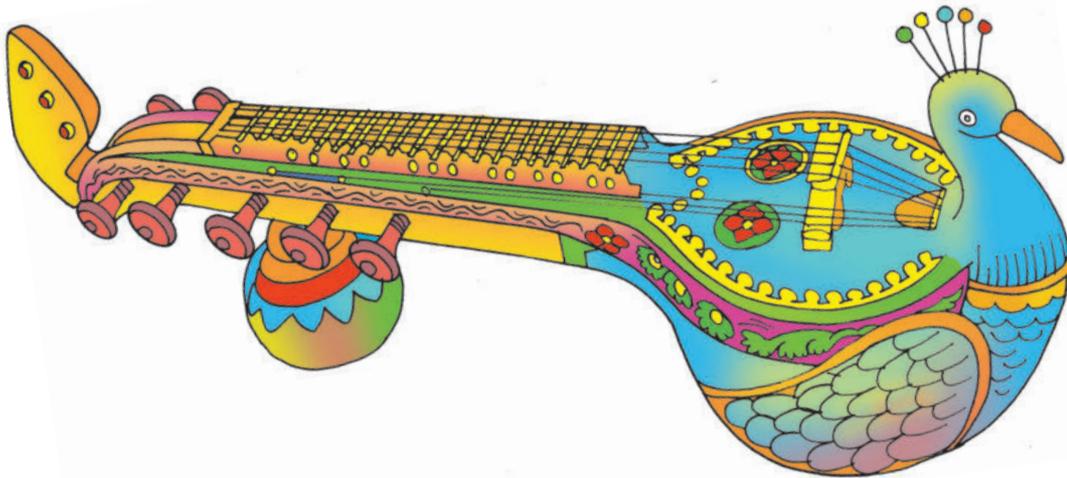
Points for discussion.

- ◆ Who do you see in the above two pictures?
- ◆ What are they doing? Can you guess where? Occasion?
- ◆ Do you sing songs?
- ◆ Have you ever seen any of such artists in your surroundings?

Reading card:

Bobbili veena

Have you ever seen this musical instrument? Where have you seen it? When? Do you know its name? Have you seen any other musical instruments? Can you name them? Have you ever played on any one of them?



Music is an inseparable part of our social and cultural life. Singing and playing on various musical instruments such as nadaswaram, violin, flute, dolaks and other musical instruments is very common on all special occasions such as marriages, festivals and other social and cultural events.

Of all musical instruments, Veena enjoys a special status. That is why Saranga Deva a great musicologist of the 13th Century said that Veena represents all gods and goddesses and is, therefore, capable of bestowing all kinds of divine blessings.

Veenas are famous by the towns where they are made. Thus, we have Thanjavur Veena, Mysore Veena, Thiruvananthapur Veena and Ramkur Veena. In Andhra Pradesh Bobbili Veena and Nuzividu Veena are well known.

Bobbili is located at some 55 k.ms away from Vizianagaram in the north coast of Andhra Pradesh. The erstwhile Zamindars of both Vizianagaram and Bobbili were experts in music and dance. They were great patrons of learning and fine arts. Their love for music gifted this wonderful and enchanting instrument to the lovers of music all over the world.



The present Bobbili Veena came into existence in the 19th Century. A Vizianagaram craftsman named Musanna Chinnayya challenged the artisans of Bobbili to make Veenas showing their best craftsmanship. Bobbili Raja Ravu Venkata Kumara Krishna Rangarao, who was also an excellent musician, accepted the Challenge. He asked Sarvasiddhi Acchanna to make an exceptional Veena. He did it so in two months. He replaced the preceding Veena, which was 45 inches long with the one with 54 inches long and with a diameter of 14.5 inches. The frets ("metlu") of all other Veenas are made of brass whereas these are made of bell metal in the case of Bobbili Veena.

Even today it is the descendants of Sarvasiddhi Acchanna who are engaged in making the Bobbili Veena. A few other families set up shops across the country for marketing the Veena.





The artisans formed a cooperative society called "The Sarada Veena Society" in 1959. It started working at the Crafts Development Society in Gollapalli village. The Andhra Pradesh Handicrafts Development Society extended its helping hand to market their products. These artisans are also making miniature veenas as gift items. The Madras Telugu Academy is one important patron for these miniature Veenas.

Glossary:

integral	: necessary and important
status	: social rank or place
musicologist	: one who studies music
rivalry	: competition
frets	: metal steps on the neck of a veena or guitar
enchancing	: pleasing greatly
existence	: be present/ be reality
craftsman	: a person who has skill at making things

artisan	: a person who is good at skilled work with his hands
craftsmanship	: skill at making things
exceptional	: extremely good
patron	: one who supports/helps.
patronage	: support/help
stressful	: difficult and troublesome

Usage:

1. **integral:** Cooperation should be an integral part of our social life
2. **rivalry:** There is an intense rivalry between Rajesh and Jyothi for the first rank.
3. **enchanting:** The bird's twitter is very enchanting.
4. **artisans and craftsmen:** Government should give support to artisans and craftsmen
5. **patronage:** Public patronage is essential for any good work.
6. **stressful:** Even children are not spared from stressful life these days.

Comprehension:

Answer the following questions.

1. Do you sing songs? When do you sing?
2. Why do we sing songs?
3. What are the musical instruments you know?
4. How did the famous Bobbili Veena come into existence?
5. How are the artisans helping themselves?

Vocabulary:

Forming Antonyms

Many words form opposite meanings by taking the prefixes 'un' or 'dis-'.

Eg. kind X unkind

clean X unclean

use X disuse

believe X disbelieve

Add 'un' or 'dis' to the words given in the table and form new words with opposite meanings.

Prefix	Word	New word	Prefix	Word	New word
un	able		dis	please	
	aware			abled	
	certain			honest	
	clear			agree	
	common			allow	
	comfortable			appear	
	educated			like	
	available			grace	

Find the unknown words. You can easily find 30 words from this grid. Five are formed for you.

enchanted gentle mason thanks earned

b	e	a	u	t	i	f	u	l	t
u	n	r	a	i	n	l	n	a	t
s	c	t	i	m	e	o	c	u	h
s	h	i	n	e	i	w	l	g	a
m	a	s	o	n	g	e	e	h	n
a	n	a	r	t	h	r	i	s	k
r	t	n	o	t	e	s	i	o	s
t	i	n	g	e	a	t	i	n	g
u	n	c	l	e	r	a	s	e	r
b	g	e	n	t	l	e	a	s	t

Language element:

Describing people and things

A. Put the words/phrases in the box into the correct column. Some words can go in more than one column.

tall yellow iron nice pink cotton
short silk smart red soft wooden
white skin fair brown shade black
rose thin nylon pretty handsome beautiful old
slim bell-shaped medium height

Persons	Flowers	Furniture	Dresses
tall	bell shaped	wooden table	cotton shirt
smart	yellow	iron cot	silk saree

B. Write seven sentences using these combinations.

Ex. 1. My sister is of medium height.

C. Answer these questions using the opposites.

1. Is your sister weak? No, she is strong.
2. Is her brother tall? _____.
3. Is that bed hard? _____.
4. Is it a new dressing table? _____.
5. Is she a slim girl? _____.

D. Complete these sentences using suitable descriptions.

iron black pretty comic interesting

1. We brought two _____ cots.
2. It is a _____ film.
3. My grandfather told me an _____ story.
4. The dog looks _____.
5. She has a pair of liquid and _____ eyes.

Look at this picture and write a few sentences about it. What do you find in it? Whom do you see in the picture? Is it a marriage occasion? Or is it a festival occasion? Are such sights common to you? When? Where? Why? Add a few more such questions to your discussion. Write a paragraph.



Punctuation:

1. Capital letter is used to refer to proper nouns.
2. Capital letters are also used at the beginning of a sentence.
3. Commas (,) are used between parts of a sentence or things in a list.
4. Semicolons (;) are used to indicate points of a sentence that can be understood separately.
5. Full stop (.) is used at the end of a statement or an abbreviation.
6. Question mark (?) is used at the end of a question.
7. Exclamation mark (!) is used at the end of a word or sentence showing surprise, shock, or even anger.

Rewrite the passage using capital letters and other punctuation marks - full stops, commas, question marks, exclamation marks.

Toys are made in many different ways most toys are made in factories with machines but some toys are made by hand mohini is a toy maker she makes beautiful dolls with her hands she makes the dolls from cloth or clay to make a clay doll mohini uses a special kind of clay she carefully shapes the clay into a doll she then paints the doll's face with bright colours she lets the clay-doll dry in the sun after all is done mohini stitches beautiful clothes for the dolls

So, would you also make a doll for your sister or friend

Project work:

A number of artisan families are living around you. Find out any one such family, collect information about their way of living and write briefly about them. Work in groups. Collect the data, process it and develop.

Reading card:

An artist and a rich lady

Once a rich lady asked a well-known artist to paint her portrait. The artist worked hard on the portrait for many days. When the picture was ready, he invited the lady to his studio.

The lady came to the studio. She had her pet dog with her. She was very fond of the dog. She believed that it was the cleverest little animal in the world.

The lady showed her portrait to the dog. "Look, Tommy," she said, "Here is



your mistress". But the dog showed no interest.

The wealthy lady turned to the artist and said, "I don't want this portrait. It does not look like me at all. Even my dog is not able to recognise me in the portrait".

The artist was a man of worldly wisdom. He knows about the strange ways of the wealthy people. So, he did not argue. He simply said, "Madam, please come again tomorrow. I will make the portrait look so real that your Tommy will show its love for it."

The next day the lady visited the studio once again. The dog wagged its tail and ran to the portrait. It licked the portrait with great interest.

The lady said, "How wonderful, how beautiful! My Tommy likes the portrait and so, I too like it. Please wrap it up." The artist asked for a big price, and she paid willingly.

The artist had a hearty laugh. He did not perform any miracle. He just rubbed the portrait with a juicy piece of meat. Its smell made the dog lick it.

Glossary:

Portrait	: picture
Wealthy	: rich
Recognise	: identify
Wrap it up	: pack it up
Miracle	: superhuman act

Comprehension:

Answer the following questions.

1. What did the rich lady ask the artist for?
2. Did the artist paint the portrait well?
3. Did the woman like it? Why / why not?
4. Did she finally like it? Why?
5. What did artist do to sell the portrait?

Fill in the blanks

1. A rich lady asked the _____ to draw her portrait.
2. The lady went to the studio with her _____.
3. The pet dog showed no _____ to the portrait.
4. The artist rubbed the portrait with a _____.

Listening input:

The desert

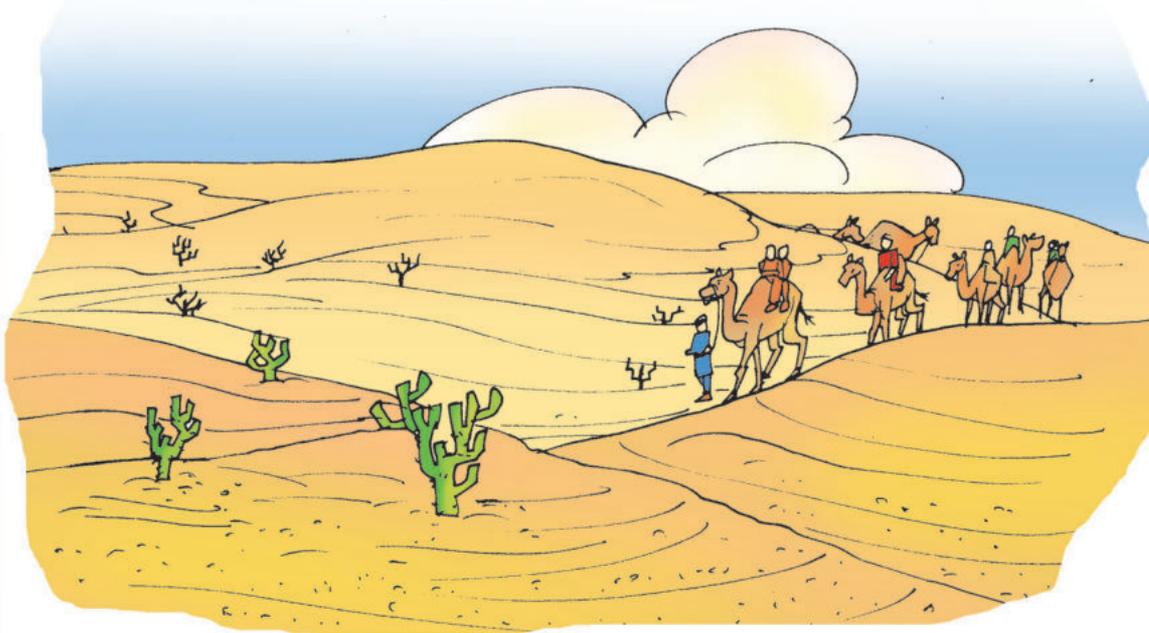
When God first created the world, there was no desert.

The whole world was filled with lands full of beautiful gardens.

God created man to maintain the world. He said to the man, "Every time you commit a sin, there will be a peck of sand falling on the ground".

The man thought, "What harm will a peck of sand do? Let me live as I please". He started committing sins and pecks of sand started falling on the ground. Still man continued to commit crimes. And the effect is that to-day there are many deserts around us.

MORAL: As you sow, so you reap.



Self-assessment:

How well I have read this unit.

Indicators	Yes	Somewhat	No
1. I listened to the texts: a. Making beauty. b. Bobbili Veena. c. 'An artist and the rich lady.' understood the content.			
2. I could do the exercises with the help of friends, teachers and parents.			
3. I discussed the characters and themes with my friends.			
4. I can use the new vocabulary.			
5. I can sing the poem.			
6. I did the project work on my own.			
7. I will adore things of beauty.			
8. I have written answers to the questions.			



Note to the teacher:

Poem: Making beauty: Theme: Adoring the creation of God and man.

Prose: Bobbili veena: Theme: Indian culture - music - veena.

Reading card: An artist and a rich lady: Theme: Humour.

Teachers are requested to keep in mind the above themes while dealing with the lessons. They should read the lessons several times before taking them up in the class and take care of the language elements while dealing with the lessons. They can design more exercises on their own according to the level of their class. The C.D and reading cards are provided as supportive learning and teaching materials.

The poem says that God is praised, and man is honoured for the beauty they create. So, the poet decides to create 'Beauty' although a man's life does not last long.

The prose lesson introduces a musical instrument well known for its beauty and quality. The artisan communities of Bobbili are its creators. The lesson is about them. Tell students that our artists bring pride and glory to our country and the state.

Please encourage the habit of referring to a dictionary for the meanings of new words that are not given in glossary. Focus on the active vocabulary and design some more activities to reinforce those words.

Help the students in doing exercises and project work. Encourage them to think on their own and reflect. Provide slots in the passage to give some time for the students to think and guess. It improves comprehension also.

Words to remember :

a good deal of	:	more
A.M	:	ante meridiem, before noon
active	:	keeping busy
adore	:	worship
afraid of	:	feeling fear
agree	:	to have the same opinion
alth'	:	although, even if
among	:	being a part of a group
annoyed	:	make one angry
appoint	:	to select a person to a position
architects	:	designers of buildings
around	:	approximately
artisan	:	a person who is good at skilled work with his hands
ashamed	:	feel shame
aside	:	to one side
author	:	writer of a book
beaming	:	shining
beauteous	:	beautiful
bends	:	curves
blankly	:	emptily
board	:	to get onto a train, boat etc...
bracelet	:	a chain worn around the wrist
breakfast	:	morning food
breathtaking	:	surprising and impressive
breeding	:	the process of having young ones
brightly	:	full of light
buzzing	:	sound made by bees
cane basket	:	basket made of cane (bamboo stems)
carefully	:	attentively
carefully	:	with great attention
casually	:	not showing much care
celebrate	:	enjoy an occasion
celebrated	:	organized
charm	:	attraction
cheers	:	expressing happiness
claws	:	with curved nails
company	:	a group of people
cook (V)	:	prepare food
cook (N)	:	a person who cooks food
cough	:	to exhale air with loud noise
country	:	an area under a government
courtiers	:	members of the king's court
craftsman	:	a person who has skill at making things
craftsmanship	:	skill at making things
crawl	:	drag the body along the ground
crook	:	dishonest
crowd	:	a large number of people gathered



declining	:	resting, lie down
delighted	:	pleased
destroy	:	ruin totally
devote	:	to give time and effort to something
diesel	:	a kind of fuel
disappeared	:	vanished
disappointment	:	sadness
distinguish	:	differentiate
doth	:	does
eager	:	showing interest to do something
easy money	:	getting money without work
educative	:	providing knowledge
employ	:	have someone on payment to do work
enchancing	:	pleasing greatly
encouraged	:	gave hope to go on doing
engine	:	machine
enough	:	as much as required
exactly	:	correctly
excellent	:	extremely good
exceptional	:	extremely good
exhibit	:	put something in a public place for people to look at it
exhibition	:	a place where things are exhibited
existence	:	be present/ be reality
famous	:	known by many people
far and wide	:	from a long distance
faraway	:	a long way away
festival	:	a special day or event
fish (V)	:	catch fish
flamingo	:	a large pink or red bird with long neck and long legs, living near water.
fled	:	ran away
flock (n)	:	a group of birds
flout	:	deliberately refuse to obey
flung	:	threw something with force
forget	:	failed to remember
frets	:	metal steps on the neck of a veena or guitar
fruit	:	one or more pieces of the same fruit eg: a kilo of apple is 'fruit' not 'fruits'
fruits	:	different fruits like mangoes, bananas etc...
future	:	a period of time to come
get off	:	to leave a train, bus, etc...
grabbed	:	got hold of it roughly
graduate	:	a person who received a degree
grateful	:	thankful
grief	:	sorrow, sadness
groan	:	murmur
guide	:	a person who shows tourist centre and comments on different aspects of the place
handover	:	transfer the things to somebody

happen	:	come into existence
hath	:	has
health	:	good physical condition, fitness
healthy	:	strong and well
hearsay	:	information not confirmed
heavily	:	severely
heavy	:	having more weight
helter-skelter	:	in disorder, break up in confusion
hippo	:	hippopotamus
honest	:	frank
honestly	:	in an honest manner
honesty	:	truthfulness
hooked	:	curved like a hook to hang
how come	:	(how has it come to be that) how is it
hurry	:	do something quickly
hurry up	:	be quick
I shan't be gone long	:	I was not there for a long time
ill	:	unwell, sickness
immediately	:	without waiting
important	:	of great value
in the middle of	:	at the central point
infant	:	young child, baby
ingenious	:	smart and skillful
integral	:	necessary and important
intelligent	:	clever
invitation	:	the act of inviting someone
joint family	:	a family in which grandparents, uncles, aunts and cousins live together
joy	:	derive joy
junk shop	:	a shop that buys and sells articles
lead	:	show the way
locality	:	small area
look around	:	go around and see
lovely	:	pleasant
marked	:	identified
meantime	:	the time between two things
minister	:	a religious leader in a church
Miracle	:	superhuman act
mischievous	:	behaving in a slightly bad way
moan	:	making little sound with pain
mom	:	mother
momma bear	:	mummy bear
moonlight	:	light from the moon
mountain	:	very large hill
musicologist	:	one who studies music
naanna	:	father
narrate	:	tell a story
near	:	not far away
neighbour	:	a person who lives next to the other



obliged	:	did a favour
observe	:	see and watch
occasion	:	the time of an event
occasionally	:	sometimes
opportunity	:	a chance to do something
P.M	:	post meridiem, afternoon
pack	:	put the things in a box or bag
paradise	:	heaven
pasture	:	grassland for cattle
patron	:	one who supports/helps.
patronage	:	support/help
patted	:	touched as a sign of affection
perched	:	sat
pleased	:	to make somebody happy
politician	:	a member of a political organisation
Portrait	:	picture
possession	:	taking over as one's own
pretend	:	act
problem	:	a situation to be solved
proceed	:	go on
propose	:	convey
pulihora	:	tamarind rice, a popular food item in A.P.
pull	:	draw
raising funds	:	collecting money for a purpose
rake	:	remove dead leaves from the ground
reach	:	to arrive at a place
reached	:	arrive at a place
realized	:	understood
Recognise	:	identify
relax	:	loosen
relief	:	comfort, relaxation
remember	:	bring back to mind
report	:	a detailed presentation of the events
research	:	investigation to discover new information or facts
resemble	:	look like someone
reward	:	give something in appreciation of some good work
reward(n)	:	a gift offered in return to a service
rivalry	:	competition
sagacious	:	wise
seek	:	find, search
seem to be	:	as if they are
selfie	:	a photograph that you take of yourself
set off	:	to start on a trip
shan't	:	shall not
shelter	:	a place that gives protection
shine	:	to reflect light
shining	:	producing light
shouted	:	spoke loudly
skinny	:	very thin

sleepyhead	:	someone who has started to wake up
slip	:	go somewhere quickly
smart	:	clean, active and stylish
soldiers	:	a person in the army
space	:	the regions beyond earth's atmosphere
speaker	:	a person who gives a speech
specialist	:	an expert in giving treatment to certain diseases
spring	:	water source
status	:	social rank or place
status	:	position
stressful	:	difficult and troublesome
stunned	:	shocked
sunny	:	a lot of bright light from the sun
supper	:	an evening meal
surprised	:	happy feeling caused by something
surprising	:	causing wonder, amazing
suspicion	:	a feeling that something wrong may be true
sympathy	:	understanding and kindness
take care of	:	attend to, protect
take care of	:	to protect something
take part	:	to involve actively
temple fair	:	a collection of merry-go-rounds stalls etc organized at a temple
tempt	:	attract somebody
tiny	:	very small
tools	:	things such as spanner, screwdriver, etc.,
totters	:	stand unsteadily
tradesmen	:	shopkeepers or people who have goods to sell
traffic	:	movements of vehicles on the road
trapped	:	caught
treasure	:	stored wealth in the form of money, jewels, etc...
tricky issues	:	problems
trifle	:	things of little value
turn down	:	reject
ugly	:	not beautiful
untidy	:	not neat
usual	:	normal
vacation	:	the period of time when schools are closed
waste	:	not used
weak	:	not strong
Wealthy	:	rich
weird	:	very strange
What are you up to?	:	what are you thinking of doing?
woe	:	feeling of sadness
woe	:	a strong feeling of sadness
Wrap it up	:	pack it up
wrong	:	not correct
