Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasizes a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks has been developed accordingly for primary classes wherein special attention has been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners’ thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners’ curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children’s development. Exercises and activities given are integrative in nature and make extensive use of learners’ prior knowledge and experience that they bring to the classroom.

The State Council of Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.

Additional Chief Secretary,
School Education Haryana,
Chandigarh.
## Textbook Development Team

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<td><strong>Direction</strong></td>
<td>Keshni Anand Arora, Addl. Chief Sec. School Edu Haryana</td>
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<tr>
<td><strong>Guidance</strong></td>
<td>Alok Verma, State Project Director, HSSPP, Panchkula</td>
</tr>
<tr>
<td><strong>Chairperson</strong></td>
<td>Snehlata Ahlawat, Director, SCERT Haryana, Gurgaon</td>
</tr>
<tr>
<td><strong>Chief Advisor</strong></td>
<td>Dr. A. L. Khanna, ELT Consultant, New Delhi</td>
</tr>
<tr>
<td><strong>Chief Coordinator</strong></td>
<td>• Sushil Batra, Joint Director, SCERT Haryana</td>
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<td>• Ravinder Singh Phogat, HOD, Curriculum and Textbook, SCERT Haryana</td>
</tr>
<tr>
<td><strong>Coordinator</strong></td>
<td>Chitragupt Goswami, Subject Expert English, SCERT Haryana</td>
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<tr>
<td><strong>Review Committee</strong></td>
<td>• Dr. Kirti Kapur, Associate Professor, NCERT Delhi</td>
</tr>
<tr>
<td></td>
<td>• Neelam Bhandari, Dy. Director, SCERT Haryana</td>
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<tr>
<td></td>
<td>• Karunesh Bhardwaj, HOD, In-service, SCERT Haryana</td>
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<tr>
<td></td>
<td>• Surender Singh Sindhu, HOD, Testing and Assessment, SCERT Haryana</td>
</tr>
<tr>
<td></td>
<td>• D.C. Grover, Sr. Specialist (Retd), SCERT Haryana</td>
</tr>
<tr>
<td><strong>Members</strong></td>
<td>• Lalit Sharma, Subject Expert English, SCERT Haryana</td>
</tr>
<tr>
<td></td>
<td>• Suresh Kumar, Subject Expert English, SCERT Haryana</td>
</tr>
<tr>
<td></td>
<td>• Ram Mehar Yadav, Lecturer in English, DIET Hussainpur, Rewari</td>
</tr>
<tr>
<td></td>
<td>• Ramesh Taunk, Lecturer in English, DIET Mahendergarh</td>
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<td>• Sona Yadav, Lecturer in English, DIET Gurgaon</td>
</tr>
<tr>
<td></td>
<td>• Sandeep Jangra, Block Resource Person (Eng), BRC Mahendergarh</td>
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<tr>
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<td>• Virender Lamba, Block Resource Person (Eng), BRC Salhawas, Jhajjar</td>
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<td>• Pawan Nain, Block Resource Person (Eng), BRC Pillukhera, Jind</td>
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<td>• Parth Sarthi, Block Resource Person (Eng), BRC Nissing, Karnal</td>
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<td>• Gopal Sharma, Block Resource Person (Eng), BRC Palwal</td>
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<tr>
<td></td>
<td>• Pyari Devi, Lecturer in English (Retd), SCERT Haryana</td>
</tr>
<tr>
<td></td>
<td>• Chander Sharma, Lecturer in English (Retd), DIET Mohra, Ambala</td>
</tr>
<tr>
<td></td>
<td>• Ishrat Jahan, Manager Trg, Art Education Unit, SCERT</td>
</tr>
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<td><strong>Layouts, Designs &amp; Illustrations</strong></td>
<td>Media Axis, New Delhi</td>
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Acknowledgement

We are thankful to all those individuals, institutions and publications that have been helpful, directly or indirectly, in the development of this book. We have picked up some poems, stories and write ups from various sources and acknowledged the writers as well as the copyright holders of these materials.

We have written to the following authors and copyright holders for granting permission to use the materials included in this book.

The State Council of Education Research and Training thanks the following authors and copyright holders for granting permission to use the following poems and stories included in this book.

Opening Day, Do Your Best (from M.S.B.T.P.C.R, Pune) Flying Together, The Little Fir Tree (from Marigold-4 & 5, NCERT) and My Teacher Sees Right through Me (from Sunbeam- IV, Rajasthan), The Lion King and The Unlucky Face (My English World-4, A.P. govt.), Hot Air Balloons (Open Windows Reader-3, Pencraft Publications), A Lesson for My Teacher (an extract from ‘Wings of Fire’ by A.P.J. Abdul Kalam) and Alert Rabbit (www.preventionweb.net)

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- Rajasthan State Textbook Board
- Govt. of Andhra Pradesh, Hyderabad
- Pencraft Publications
- M.S.B.T.P.C.R, Pune

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R. S. Kharb IAS  
Director  
Elementary Education Haryana  
Panchkula
Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other’s company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

Except in book 1 and 2, each book in the present English textbook series has 14/15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

**Pre Reading**

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

**Reading**

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

**Word Meaning in Context**

- Meaning of words as used in the text

**Comprehension**

- To help learners read and assimilate the main ideas and details

**Vocabulary**

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words
Grammar

• To help learners understand and use in everyday life the language structures used in the texts
• The Grammar items may be contextualized
• Repeated exercises will help children to learn grammar in a spontaneous way
• No need to stress on rules and definitions

Listening and Speaking

• To provide learners a vast scope to develop their listening and speaking skills
• To encourage learners to say words correctly
• To give learners practice in a variety of listening tasks
• To engage learners in practising conversations and dialogues, and reciting some poems
• To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

Writing

• To encourage learners’ creativity, and help them describe persons, places, things, events and experiences

Follow Up

• To build on what the child has learnt in the lesson and connect it with the world around him/her.
• To encourage learners to collect, analyze and interpret some information connected with the theme of the main text and share it with the classmates

Director
SCERT Haryana
Gurgaon
प्रस्तुत संक्षरण

आज के बदलते परिवेश में विद्यालयों के साथ-साथ अध्यापकों को भी कई बार, विषय की बारीकियों और नए उदाहरणों के साथ केंद्र पाठ-पुस्तकों से समझाना कुछ अहूआ हो लगता है। ऐसी आवश्यकता महंसूस होती है कि पुस्तक के विभिन्न पाठों में आवश्यकता पड़ने पर यदि डिजिटल कंटेंट तुलनात्मक उपलब्ध हो जाय तो अध्ययन-अध्ययन की नीतिस्थल समाप्त हो सकती है और कक्षा में सुचिकर वालापरण तैयार किया जा सकता है। कक्षा में क्षामकों के अलग-अलग स्तर के अनुसार यदि गुणवत्तापूर्ण डिजिटल कंटेंट उपलब्ध हो तो, न केवल अध्ययन-अध्ययन और अधिक सशक्त होगा बल्कि कठिन बिनुओं को भी बेहतर दंग से समझने-समझने में सहायता मिलेगी। उर्जितत विद्यालय पुस्तकों (Energized Text Books) इस समय को हल करने के दिशा में एक पहल है। ऐसी पुस्तकों की संकल्पना, MHRD भारत सरकार के अध्यापकों को समझ करने के उद्देश्य से बनाये गए दीक्षा (DIKSHA) पोर्टल के लिए गई है।

दीक्षा के अंतर्गत ऐसी पाठ्य पुस्तकों की कल्पना की गयी है, जिनमें पाठ्यक्रम को और सशक्त करने की क्षमता हो। परस्परांगत रूप से उपलब्ध पुस्तकों में QR कोड की उपस्थिति से और अधिक सूचनाएं तथा अतिरिक्त भावी सामग्री जोड़कर उन्हें और अधिक सक्रिय तथा उर्जावान बनाया जा सकता है। अध्यापकों की आवश्यकता के अनुसार उनके द्वारा विचित्र पाठ के कठिन भागों में QR कोड को मिट कर दिया गया है, इन QR कोडसे विकिरियों, आधार कौशलप्रद और मूल्यांकन शीर्ष को लिख कर दिया गया है।

विद्यालय शिक्षा विभाग द्वारा, राज्य शीक्षिक अनुसंधान एवं प्रशिक्षण परिषद, हरियाणा, गुरुग्राम के मानव संसाधन एवं विकास मंत्रालय (MHRD) के दीक्षा पोर्टल हेतु राज्य की नोडल एजेंसी बनाया गया है। इस समय में 12 जुलाई 2018 को शीक्षिक लक्षण (Educational-Technology) के राज्य संसाधन समूह (SRG) की एक संगठनीय आयोजित की गयी, जिसमें MHRD द्वारा हरियाणा राज्य के लिए नियुक्त टीम की सहायता से शीक्षिक तत्त्व 2018-19 हेतु राज्य के लिए एक दीक्षा कॉलेंडर तैयार किया गया है इस समय कार्य को मुख्यतः दो चरणों में विभक्त किया गया है—

प्रथम चरण : QR कोड युक्त पुस्तकें तैयार करना।

द्वितीय चरण : QR कोड से लिंक ई-कॅटेग्री तैयार करना।

विद्यालय अध्यापकों, बाइट्स एवं SCERT के विद्या-विशेषज्ञों की एक टीम द्वारा कक्षा 1-5 तक की हिंदी, अंग्रेज़ी, गणित एवं EVS विषय पर तैयार राज्य की पाठ्य-पुस्तकों का बारीकी से पुनरावलोकन प्रारम्भ हुआ और कार्यशालाओं में इस कार्य के प्रथम चरण को पूरा किया गया। राज्य तर बर से चुने हुए इसके कंटेंट अध्यापकों के सहयोग से चरण-2 के अंतर्गत ई-कंटेंट को निर्मित और संकलित करने का कार्य जारी है। इस कार्य के प्रथम चरण को पूर्ण करने के लिए श्री नंद किशोर वर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, रुबी सेठी, अध्यापिका, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, दीपा शर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राम मेहर, वरिष्ठ विषयवक्ता, डाइट, माझौरली, डाइट, धुपे क्षिति, डाइट, विषय विशेषज्ञ, मात्रशाह, हिसार, नरेश कुमार, विषय विशेषज्ञ, डाइट, डीपा, सिरसा, डों.एस.आर, यादव, चतुर्वेदी, राव.माउंटी, नारायण, महेंद्रगढ़, कॉलेज यशवन्त सिंह, आध्यापक, रालवालविद्या, बजरीरावाबाब, गुरुग्राम, डों. पूजा नंदल, प्राथ्यापिका, राक.व.बाली. ज्ञान, विदेश, बी.आर.पी. बी.आर.सी. रासुलाबाबाद, ज्ञान, किरण परमुं, अध्यापिका, राक.व.बाली. खेड़की दौला, गुरुग्राम, विन्दु दक्ष, प्राथ्यापिका, राक.व.बाली. जैकबपुर, गुरुग्राम का भी हद से आभार व्यक्त करती है।

निरस्कर
एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम
दीक्षा एप कैसे डाउन लोड करें?

विकल्प 1: अपने मोबाइल ब्राउजर पर diksha.gov.in/app टाइप करें।

विकल्प 2: अपने ऐंड्राइड मोबाइल के Google Play store पर DIKSHA NCTE खोजें और ‘डाउनलोड’ बटन को दबाएं।

## मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें

1. DIKSHA App लॉन्च करें विद्यार्थियों के रूप में जारी और ‘मैग्निट स्क्रीन’ चुनने के लिए विद्यार्थियों पर चित्र करें।
2. पाठ्य पुस्तकों में QR कोड रक्कम करने के लिए DIKSHA App में दिए गए QR कोड Icon Tap करें।
3. हिंदी एप्लिकेशन के QR कोड की सफल रक्कम पर QR कोड से जुड़ी दिशा में इंगित करें और QR कोड पर क्लिक करें।

## डेस्कटॉप पर DIAL कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें

1. पाठ्य पुस्तक में QR कोड के नीचे 6 अंकों का एक कोड रहता है।
2. ब्राउजर पर diksha.gov.in/hr/get टाइप करें।
3. 3 सबसे बार में DIAL कोड टाइप करें।
4. सभी उपलब्ध पाठ्य सामग्री की सूची देखिए और किसी भी पाठ्य सामग्री पर चित्र करें और देखें।
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<td>Using homophones in sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Alert Rabbit</td>
<td>Prose</td>
<td>Disaster management</td>
<td>Filling in the blanks with right options, SAQs</td>
<td>Listing things required in</td>
<td>Direct and indirect speech</td>
<td>Listening to an announcement and ticking the right option.</td>
<td>Writing a notice for flood victims, A paragraph on helping</td>
<td>Group discussion of difficulties faced during flood, Dramatis</td>
</tr>
<tr>
<td></td>
<td><strong>Pg - 46</strong></td>
<td></td>
<td></td>
<td></td>
<td>emergency, Categorizing natural</td>
<td></td>
<td></td>
<td>earthquake victims</td>
<td>ation of a group meeting of animals</td>
</tr>
<tr>
<td>7.</td>
<td>The Little Fir Tree</td>
<td>Prose</td>
<td>Moral values, Nature</td>
<td>Choosing the correct option, SAQs, Listing</td>
<td>Opposite words, Making nouns</td>
<td>The simple past and past continuous tense</td>
<td>Role play</td>
<td>Paragraph writing and Letter writing</td>
<td>Making a chart of a favourite tree and listing benefits of trees</td>
</tr>
<tr>
<td></td>
<td><strong>Pg - 58</strong></td>
<td></td>
<td></td>
<td>actions that make someone happy unhappy</td>
<td>from nouns by adding the suffix</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sr. No.</td>
<td>Name of the Chapter</td>
<td>Genre (Prose/ Poem)</td>
<td>Theme</td>
<td>Comprehension</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td>Listening and Speaking</td>
<td>Writing</td>
<td>Follow Up</td>
</tr>
<tr>
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</tr>
<tr>
<td>8.</td>
<td>Haryali Teej</td>
<td>Prose</td>
<td>Art and culture: Festival</td>
<td>True and false statements, SAQs</td>
<td>Unscrambling words, Opposite words, Twin words</td>
<td>Classifying nouns and adjectives, The simple present tense, Rearranging jumbled words into sentences</td>
<td>Listening to an account and choosing correct options, Listing of festival activities and the dishes prepared during the festivals</td>
<td>A diary entry</td>
<td>Listing of festivals and why they are celebrated</td>
</tr>
<tr>
<td>9.</td>
<td>Do Your Best</td>
<td>Poem</td>
<td>Hard work and Punctuality</td>
<td>SAQs</td>
<td>Rhyming words, Opposite words, Names of festivals in a maze</td>
<td>Imperative sentences, Identifying nouns, verbs, adjectives, adverbs and conjunctions</td>
<td>Reciting a poem, Solving Riddles</td>
<td>Writing a description, Forming questions, Paragraph writing on 'Preventing waste and save electricity'</td>
<td>Identifying one's own abilities</td>
</tr>
<tr>
<td>10.</td>
<td>Kurukshetra: A Glimpse</td>
<td>Prose</td>
<td>National Heritage</td>
<td>True and false statements, SAQs</td>
<td>Names of items required in a trip, Adding suffixes and making sentences, Opposite words</td>
<td>Adverbs of manner, Conjunctions</td>
<td>Role play</td>
<td>Describing a place, Benefits of yoga</td>
<td>Collecting information about a planetarium and museum</td>
</tr>
<tr>
<td>11.</td>
<td>The Three Cries</td>
<td>Prose</td>
<td>Literacy</td>
<td>SAQs, True and false statements</td>
<td>Filling in the blanks, Puzzle on professionals, Opposite words</td>
<td>Adverbs of time and frequency, Prepositions of place</td>
<td>Responding to situations</td>
<td>Writing about things you can/cannot do</td>
<td>Making a poster on 'Education for All'</td>
</tr>
<tr>
<td>12.</td>
<td>The Unlucky Face</td>
<td>Prose</td>
<td>Beliefs and Superstition</td>
<td>MCQs, SAQs</td>
<td>Compound words, Prefixes to make opposites, Homophones</td>
<td>Using imperative (Let's), Direct and indirect speech</td>
<td>Role Play</td>
<td>Writing Do's and Don'ts for good eating habits</td>
<td>Sharing and listing stories based on superstitions</td>
</tr>
<tr>
<td>13.</td>
<td>A Lesson for My Teacher</td>
<td>Prose</td>
<td>Peace and Harmony</td>
<td>Fill in the blanks, SAQs</td>
<td>Identifying qualities of a person, Homophones</td>
<td>Changing positive sentences into negative, Making interrogative sentences from statements</td>
<td>Recitation of poem, Filling in the blanks</td>
<td>A biographical sketch, Story writing based on picture and hints</td>
<td>Discussing Teacher's Day Celebration</td>
</tr>
<tr>
<td>14.</td>
<td>Hot Air Balloons</td>
<td>Prose</td>
<td>Adventurous Sports</td>
<td>True and false statements, SAQs</td>
<td>Matching names of sports with their pictures, Using homophones</td>
<td>Matching questions with answers, Framing questions, Conjunctions</td>
<td>Role play</td>
<td>Writing about adventure sports</td>
<td>Collecting information about adventure sports</td>
</tr>
</tbody>
</table>

- **Note:** MCQs - Multiple Choice Questions, SAQs - Short Answer Questions
General Instructions for Assessment

**Assessment is designed to assess each student after teaching a set of three lessons.**

1. Some of the questions are framed to assess listening and speaking skills.
2. Teacher may change the sequence of these questions for different sets of students.
3. Each set of assessment carries maximum 20 marks.
4. Students securing less than 8 marks will be given remedial classes to enhance their skills and help them to bridge the gap. After giving them remedial teaching they should again be assessed and their assessment should be revised.
Pre Reading

- How do you feel when you go to school?
- What things do you carry in your school bag?
- Do you have friends? Name them.

Reading

Opening Day!
Up with the sun
I’m on my way,
Rushing to my school,
It’s the opening day!
Holidays are over
But I’m not at all sad.
Would you like to know
What makes me so glad?

New shoes, new bag,
My uniform is new;
New books, new class,
A new class-teacher too!

So everything is new
And that is really fine.
Yet, what’s old, and good as gold
Are the good old friends of mine!

Word Meaning in Context

| over     | ended, finished समाप्त होना |
|------------------------|
| way       | path रास्ता |
| rushing    | running दौड़ते हुए |
| glad       | happy प्रसन्न |
| fine       | good अच्छा |
| mine       | belonging to me मेरा |
Comprehension

Answer the following questions.

1. Who is rushing to school?
2. Why is the boy glad?
3. What are the new things the boy has?
4. Who are ‘good as gold’ in this poem?

Vocabulary

I. Join the groups of letters given in the two columns and make as many meaningful words as you can. One has been done for you.

<table>
<thead>
<tr>
<th>cl</th>
<th>ap</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>br</td>
<td>ay</td>
<td></td>
</tr>
<tr>
<td>pl</td>
<td>ip</td>
<td></td>
</tr>
<tr>
<td>st</td>
<td>uck</td>
<td></td>
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<tr>
<td>tr</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>th</td>
<td>en</td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>ick</td>
<td></td>
</tr>
<tr>
<td>wh</td>
<td>ere</td>
<td></td>
</tr>
</tbody>
</table>

cl + ap = clap; cl + ip = clip; cl + ing = cling

II. Write the antonyms (opposite words) of the following words.

<table>
<thead>
<tr>
<th>up</th>
<th>glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>open</td>
<td>new</td>
</tr>
<tr>
<td>day</td>
<td>good</td>
</tr>
<tr>
<td>sad</td>
<td>friend</td>
</tr>
<tr>
<td>like</td>
<td>tall</td>
</tr>
</tbody>
</table>
Grammar

I. Pick out the verbs and adjectives from the poem and write them in the columns given below.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Make adjectives by adding ‘-y’ to the words written below. Also, use these adjectives in your own sentences. One has been done for you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirst</td>
<td>thirsty</td>
<td>Radha was hungry and thirsty.</td>
</tr>
<tr>
<td>noise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Fill in the blanks using the correct forms of verbs.

1. I always _____________ (read/reads) religious books.

2. My friend often _____________ (go/goes) to cinema on Sunday.

3. Ram always _____________ (get/gets) up early in the morning.

4. They never _____________ (hurry/hurries) for the bus.
IV. Change the following simple sentences into negative sentences.

1. My mother is preparing breakfast.
   _______________________________________________________

2. You are my friend.
   _______________________________________________________

3. She writes a letter.
   _______________________________________________________

4. My brother helps me in my homework.
   _______________________________________________________

5. I go for a walk every morning.
   _______________________________________________________

6. We are ready to start our work.
   _______________________________________________________

Listening and Speaking

Question Hour

I. The teacher will ask a question to a student who will answer the question and will put another question to next student. The same will be repeated for every student.

Example:

Bhavesh : What are you reading, Akanksha?

Akanksha : A story book. What are you eating, Apoorva?

Apoorva : Nothing. What is your sister’s name, Rohit?
Rohit : Asha. Do you like flowers, Karan?

Karan : Yes, I do. Who likes mangoes, Namita?

Namita : Everyone likes mangoes. What do you see in the sky, Tara?

Tara : Stars.

II. Listen to the rules of the library and number them in the order in which you hear them.

☐ Do not carry bag inside.

☐ Leave the books on the desk after reading.

☐ Maintain silence in the library.

☐ Do not place the books at the back of the shelf.

☐ After choosing the book, get it issued by the librarian.

☐ Eating and drinking in the library are not allowed.

☐ Children can bring notebooks and pen/pencil to take notes.

Writing

I. Describe your school in the space given below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
II. Describe how you felt on the first day in your school. Write your experience in the space given below.
III. Look at the picture given below and write some sentences to describe it.

![Image of a man and a child walking on the sidewalk]

Follow Up

Imagine you are a class monitor. Discuss in your group how you would maintain discipline in the class.
Pre Reading

- Do you like stories? If yes, name any story you may have heard or read.
- Have you heard any story about animals of the forest?
- Who is the king of the forest? Why is he called the king of the forest?

Reading

I am the king of the forest. My kingdom had once been very beautiful. The forest had been full of tall trees, taller than your tallest buildings. Well, not only tall trees, there were climbers, bushes, shrubs, and grass too. The forest looked beautiful with water springs, pools, hills, valleys, and many a wonderful scenery.
Deer, tigers, elephants, bears, monkeys, crocodiles, wolves, peacocks, mynahs, owls, pigeons, and many more were among my subjects.

We had enough food to eat and plenty of water to drink. My birds sang the sweetest songs. My animals ran the longest races. Our children, the cubs, lambs and fawns moved about freely without fear. We all lived happily in the forest, our home.

The hill tribes also lived with us. They were happy with what the forest gave them. They worshipped forest as God. They enjoyed the touch of the earth, the smell of the air and the taste of the freshness. And most of all, they loved the forest and respected our freedom.
But now, everything has changed. You, the civilized people, entered my kingdom. I thought, you visited my kingdom to enjoy its beauty. I was happy to have you as visitors as I was proud of my kingdom. But I was wrong. You are greedy and unkind. You cut trees for your selfish wants. You hunt animals for flesh, skin, tusks and claws.

Many of my subjects died and our number decreased. Most of the trees were cut and the forest became bare. Hunters and smugglers among you attacked my kingdom again and again. You either killed or captured my animals and birds. You robbed our resources. You are merciless. You destroyed the forest, in spite of its number of benefits.

Even now, I am the king. But what has become of my kingdom and my subjects! Why this sorry state of affairs? Aren’t you responsible for that? Aren’t you? Think well! Please find a solution to this problem.

<table>
<thead>
<tr>
<th>Word Meaning in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kingdom</strong></td>
</tr>
<tr>
<td><strong>captured</strong></td>
</tr>
<tr>
<td><strong>fawns</strong></td>
</tr>
<tr>
<td><strong>worshipped</strong></td>
</tr>
<tr>
<td><strong>selfish</strong></td>
</tr>
<tr>
<td><strong>tusks</strong></td>
</tr>
<tr>
<td><strong>claw</strong></td>
</tr>
<tr>
<td><strong>decreased</strong></td>
</tr>
<tr>
<td><strong>smuggler</strong></td>
</tr>
<tr>
<td><strong>merciless</strong></td>
</tr>
<tr>
<td><strong>destroy</strong></td>
</tr>
<tr>
<td><strong>civilized</strong></td>
</tr>
<tr>
<td><strong>resources</strong></td>
</tr>
<tr>
<td><strong>benefits</strong></td>
</tr>
</tbody>
</table>
Comprehension

I. Which of the following sentences are spoken by the Lion King? Tick (✓) them.

1. My kingdom was never beautiful.
2. My birds sang the sweetest songs.
3. None of the hilly tribes lived with us.
4. I was proud of my kingdom.
5. Many of my subjects died.
6. People destroyed the forest in spite of its benefits.

II. Answer the following questions.

1. How did the forest look before the civilized people came there?
2. How did the hill tribes look upon the forest?
3. Who were responsible for the destruction of the forest? How did they destroy it?
4. Pick out words/phrases in paragraphs 5-6 that show the anger of the king of the forest.
5. What steps do we need to take to protect the forest?

Vocabulary

I. Write the words related to the given words in the boxes. One has been done for you.

Forest

trees

[Blank]

[Blank]

[Blank]
II. Match the following animals with their young ones.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Young One</th>
</tr>
</thead>
<tbody>
<tr>
<td>lion</td>
<td>fawn</td>
</tr>
<tr>
<td>deer</td>
<td>colt</td>
</tr>
<tr>
<td>horse</td>
<td>cub</td>
</tr>
<tr>
<td>cow</td>
<td>kitten</td>
</tr>
<tr>
<td>cat</td>
<td>puppy</td>
</tr>
<tr>
<td>dog</td>
<td>bunny</td>
</tr>
<tr>
<td>rabbit</td>
<td>calf</td>
</tr>
</tbody>
</table>

III. Match the following animals with their living places.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Living Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>lion</td>
<td>stable</td>
</tr>
<tr>
<td>dog</td>
<td>shed</td>
</tr>
<tr>
<td>horse</td>
<td>den</td>
</tr>
<tr>
<td>cow</td>
<td>burrow</td>
</tr>
<tr>
<td>snake</td>
<td>kennel</td>
</tr>
<tr>
<td>rabbit</td>
<td>hole</td>
</tr>
</tbody>
</table>
IV. Complete the following group of words (similes) by using appropriate words from the Help Box.

<table>
<thead>
<tr>
<th>elephant</th>
<th>snail</th>
<th>lion</th>
<th>rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>lamb</td>
<td>wolf</td>
<td>bat</td>
</tr>
</tbody>
</table>

1. as brave as a _________ 2. as blind as a _________
3. as gentle as a _________ 4. as big as an _________
5. as hungry as a _________ 6. as timid as a _________
7. as slow as a _________ 8. as busy as a _________

**Grammar**

Pick out nouns and verbs from the paragraph given below and put them in the appropriate columns. One has been done for you.

The hill tribes also lived with us. They were happy with what the forest gave them. They worshipped forest as God. They enjoyed the touch of the earth, the smell of the air and the taste of the freshness. And most of all, they loved the forest and respected our freedom.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>tribes</td>
<td>lived</td>
</tr>
</tbody>
</table>

14
Listening and Speaking

I. Listen to the story carefully and fill in the blanks.

Rita loved her _______ Sheroo. Every day, Sheroo would go out of the _______ and come back on its own. But one day he did not come home. Rita looked everywhere for him. _______ rolled down her cheeks. Sheroo was lost. He was nowhere to be found. Rita was _______ when she reached home. She got into her _______. All of a sudden something jumped on her. Can you guess who it was? Rita was very _______.

Writing

I. Last week you went to a zoo with your parents. Describe your visit to the zoo keeping in mind the following hints:

- when you went
- with whom you went
- things you took with you
- how you felt to see the animals
II. Read the following.

A rabbit was very proud of being a fast runner. He boasted of it all the time. He began to laugh on seeing a tortoise moving slowly.

‘Why do you laugh?’ asked the tortoise. ‘Because you are so slow,’ answered the rabbit.

The tortoise didn’t like it and challenged the rabbit to have a race with him.

Now describe in the space given below what may have happened next.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

III. Look at the picture of a lion. Write 4-5 sentences about the lion. You may use the information given below.

<table>
<thead>
<tr>
<th>kind of animal</th>
<th>wild</th>
</tr>
</thead>
<tbody>
<tr>
<td>known as</td>
<td>the king of forest</td>
</tr>
<tr>
<td>qualities</td>
<td>brave, fearless, powerful</td>
</tr>
<tr>
<td>physical features</td>
<td>sharp teeth and claws</td>
</tr>
<tr>
<td>where found</td>
<td>dense forest</td>
</tr>
</tbody>
</table>

Follow Up

Collect pictures of some wild animals and paste them in your notebook.
Pre Reading

- Do you always obey your elders?
- When you don’t obey your elders, how do they feel?
- How much time do you spend with your grandparents? What do you do when you are with them?
- Can you recall an incident when you disobeyed your grandparents? What happened when you didn’t do as they asked you to do?

Reading

Deep in a forest stood a very tall tree. Its leafy branches spread out like strong arms.

This tree was the home of a flock of wild geese. They felt safe there. One of the geese was a wise old bird.

He noticed a small creeper at the front of the tree. He spoke to the other birds about it.

“Do you see that creeper?” he said to them. “Let us destroy it.” “Why must we destroy it?” asked the geese in surprise. “It is so small. What harm can it do?” “My friends,” replied the wise old bird, “that little creeper will soon grow. As it creeps up this tree, it will become thick and strong.”
“What of that?” asked the geese. “What harm can a creeper do us?”
“Don’t you see?” replied the wise bird, “with the help of that creeper, it will be possible for someone to climb this tree. A hunter can come up and kill us all.”
“Well there is no hurry,” they replied, “the creeper is very small. It would be a pity to destroy it now.”
“Destroy the creeper while it is still young,” the old bird advised. “Now it is tender and you can cut it easily. Later it will become hard and you will not be able to cut it.”
“We’ll see, we’ll see,” answered the birds. But they did not destroy the creeper. They forgot the wise old bird’s advice. As the creeper grew it began winding its way up the tree.
Stronger and stronger it became until it was as strong as a thick rope.
One morning when the geese had gone out in search of food, a hunter came to the forest.

“So this is where the wild geese live,” he said to himself. “When they come back in the evening, I shall catch them.”

The hunter climbed up the tree with the help of the creeper. He got to the top and spread his net there. Then he climbed down and went away.

In the evening, the geese returned home. They did not notice the net. As they flew into the tree they were trapped. They struggled hard to get out, but could not.

“Help! Help!” cried the geese. “We are caught in the hunter’s net. Oh! What shall we do?”

“Don’t make a fuss now,” said the wise old bird. “Long ago I told you to destroy the creeper, but you did not. Now see what has happened. Tomorrow morning the hunter will come back and kill us all.”
“We were foolish,” wept the birds. “We are very sorry we did not listen to you. Please tell us what to do?”

“Then listen carefully,” replied the wise bird. “When the hunter comes you must all pretend to be dead. Just lie still. The hunter will not want dead birds. He will throw us to the ground. It will then be easy for him to climb down, collect the dead birds, and take them home. When the last of us has been thrown down, we must quickly get up and fly away.”

In the morning, the hunter came to the tree and climbed up. He looked at the geese in the net.

“They are all dead,” he muttered to himself. He threw them out of the net one by one. The birds lay still until the last one had been thrown down. Then, all at once, they got up, flapped their wings and flew away.

The hunter was taken by surprise. From the top of the tree he watched all the geese fly away.

Shiv Kumar (Adapted from stories from Panchtantra – ‘A Wise Old Bird’
Word Meaning in Context

geese  plural for goose; large web footed birds  जंगली बक्के
creeper  plant that need support to grow  बेल
winding  curving  पुलवादार
destroy  kill  नष्ट करना
advice  suggestion  सलाह
fuss  unnecessary activity or talk  उपद्रव
pretend  give a false appearance  ढोंग करना
muttered  spoke in a low tone  बड़बड़ाया
flapped  moved wings up and down  फड़फड़ाया
tender  soft  नाजुक

Comprehension

I. State whether the following statements are true or false. Write T for true and F for false statement in the box.

1. There was no wise bird in the forest.  
2. A flock of parrots lived in the tree.  
3. The hunter climbed up the tree with the help of a ladder.  
4. When caught in the net, the foolish birds began to say “Help! Help!”  
5. The hunter did not throw the geese one by one on ground.  
6. The wise old bird helped the foolish birds to escape.  

II. Answer the following questions.

1. Where did the geese live?  
2. What advice did the old bird give to the other birds?
3. Why did the old bird advise the other birds to destroy the creeper?
4. What did the hunter do to trap the geese?
5. Why did the geese cry, “Help! Help!”?
6. Why did the geese pretend to be dead?

Vocabulary

I. Read the following.

This tree was the home of a **flock of wild geese**.

In this sentence a ‘flock’ of wild geese is a **collective noun**.

**Fill in the blanks with appropriate collective nouns from the box.**

<table>
<thead>
<tr>
<th>team</th>
<th>colony</th>
<th>bunch</th>
<th>pack</th>
<th>crowd</th>
</tr>
</thead>
<tbody>
<tr>
<td>swarm</td>
<td>army</td>
<td>bundle</td>
<td>herd</td>
<td>group</td>
</tr>
</tbody>
</table>

1. The __________ of players is trying hard to win the game.
2. A __________ of children went for a picnic last Sunday.
3. A __________ of flowers looks very beautiful.
4. A __________ of people followed the hero.
5. An ________ of soldiers marched on the Rajpath on the Republic Day.
6. A __________ of buffaloes was seen in the pond.
7. A __________ of bees has made a hive in the tree.
8. A __________ of books is lying on the table.
9. The wood cutter asked his sons to bring a __________ of sticks.
10. A __________ of ants is the place where ants live.
II. Write new words from the following words by removing the first letter in each case. One has been done for you.

<table>
<thead>
<tr>
<th>small</th>
<th>mall</th>
<th>all</th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Pick out words from the lesson which are opposite in meaning to the following words and write them in the space provided.

<table>
<thead>
<tr>
<th>domestic</th>
<th>bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>alive</td>
<td>earlier</td>
</tr>
<tr>
<td>strong</td>
<td>front</td>
</tr>
<tr>
<td>remember</td>
<td>thick</td>
</tr>
<tr>
<td>save</td>
<td>slowly</td>
</tr>
</tbody>
</table>

**Grammar**

Read the following.

In the evening, the geese returned home. They did not notice the net. As they flew into the tree they were trapped.

In these sentences the words in bold are **prepositions**. Here, ‘in’ is the preposition of time and ‘into’ the preposition of place.

Some of the prepositions of time and place are used as shown below:

<table>
<thead>
<tr>
<th>Prepositions of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>at 5 o’clock, at noon, in July, in the morning, on Sunday, on Diwali</td>
</tr>
</tbody>
</table>
I. Fill in the blanks with suitable prepositions of time and place.

1. My birthday falls __________ June 10.
2. Christmas always comes __________ December.
3. Look __________ the picture __________ page 2.
4. We don’t go to school __________ Sunday.
5. My uncle lives __________ Delhi.
6. Our school starts _________ 8.30 a.m. and closes _________ 2.30 p.m.
7. We play carrom __________ the evening.
8. There was a big crowd _________ the platform _________ the railway station.
9. I took off my clothes and jumped __________ the pond.
10. Hang this picture __________ the front wall.

II. Look at the following sentences. The statements given in inverted commas are the words spoken by someone.

1. “Do you see that creeper?” he said to them.
2. “Why must we destroy it?” asked the geese in surprise.
3. “Don’t make a fuss now,” said the wise old bird.

Put inverted commas (“……….”) and comma ( , ) in the sentences given below and rewrite the sentences in your notebook.

1. The teacher said open your book.
2. The doctor said to me take a glass of milk daily.
3. Let us make salad said Dinesh to his friend.
4. My father said you must think before you speak.
5. Don’t play in the sun said my mother.
6. My friend said to me let’s go for a walk.
7. Please give me a glass of water said my brother.
8. Do you like to play hockey? asked the teacher.

III. Rearrange the words to form meaningful sentences. One has been done for you.

**Remember that a sentence always begins with a capital letter.**

- for/wait/me. ________________________________
  - **Wait for me.**
- 1. are/playing/they/football? ________________________________
- 2. sun/the/brightly/shining/is. ________________________________
- 3. tree/was/there/big/a? ________________________________
- 4. is/very/it/small. ________________________________
- 5. i/catch/shall/the ball? ________________________________

**Listening and Speaking**

I. Work in pairs.

Ask your friend the following questions:

- When do you get up?
- Which T.V. programme do you like the most?
- When do you play?
- How many members are there in your family?
- When do you go for shopping?
- What is your hobby?
- What kind of food do you like and why?
- When do you sleep?
II. Listen to the story carefully and answer the following questions.

1. Where did the princess live?
2. What are three things that she had in the palace?
3. Where did she go one day?
4. What did she see in the forest?
5. What did she do on seeing the beauty of the nature?

Writing

I. Look at the pictures and develop a story by using the words given in the box. Give a suitable title to the story. The beginning and the end of the story have been given.
Once there was an old man.

They decided not to quarrel.

II. Write 3-4 Dos and Don’ts to make your grandparents feel happy.

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow Up

Discuss in groups the value of team work.
Q.1 Answer the following questions. (Attempt any four.) 1×4 = 4

a. Who is rushing to school?
b. Why is the boy glad?
c. How did the hill tribes look upon the forest?
d. Who were responsible for the destruction of the forest?
e. Where did the geese live?
f. What did the hunter do to trap the geese?

Q.2 Write four words related to the given words. 2×2 = 4

forest__________   __________   __________   __________

zoo__________   __________   __________   __________

Q.3 Write a short paragraph on ‘A Visit to a Zoo’. 4

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Q.4 Make your own sentences using the words given below.

1. pray ___________________________________________________
2. tree ___________________________________________________
3. glad ___________________________________________________
4. climb ___________________________________________________

Q.5 Fill in the blanks with suitable prepositions.

1. My birthday falls ____________ June 10.
2. Christmas always comes ____________ December.
3. Hang this picture ____________ the front wall.
4. The frog jumped ____________ the pond.
Look at the pictures and answer the following questions.

- Name the things you see in the pictures.
- Can you tell what is common among them?
- How are they useful to us?
- Do you have a computer at home? Have you ever used it? How did you feel then?
Hello friends, do you know who I am? I am your best friend. I am an electronic machine. I can do many useful things for you. I perform many functions. I can store all your information. I can keep your accounts. I can solve any mathematical problem very quickly.

I can draw beautiful pictures and design buildings. I can print letters, applications, notices, reports, dialogues etc. and also make attractive invitation cards for many occasions. You can play games on me. You can take tests and check your answers all by yourself.

Do you know what I am made up of? The monitor, the keyboard, the mouse, the CPU, and the printer are my main parts. I get commands from the mouse and the keyboard. The CPU is my brain. The software is my soul. Without it I am completely helpless. I show output on the monitor. You can print the output using the printer. You can hear sound output through the speaker. In fact, even visually impaired people can use me very effectively and become efficient readers.
I am an important part of all the fields of activities these days. You can see me in shops, offices, banks, hotels, hospitals, schools, colleges, post offices, railway stations, bus stands, sea ports, airports and many other important places. Very soon you will see me in every house.

What’s my name? I am an electronic device. Can you guess who I am? Friends, I am none other than your computer!

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>perform</td>
<td>कार्य करना</td>
</tr>
<tr>
<td>functions</td>
<td>काम</td>
</tr>
<tr>
<td>commands</td>
<td>निर्देश</td>
</tr>
<tr>
<td>soul</td>
<td>आत्मा</td>
</tr>
<tr>
<td>visually impaired</td>
<td>दृष्टि बाधित</td>
</tr>
<tr>
<td>output</td>
<td>उत्पादन</td>
</tr>
<tr>
<td>efficient</td>
<td>कुशल</td>
</tr>
<tr>
<td>device</td>
<td>यंत्र/उपकरण</td>
</tr>
</tbody>
</table>

**Comprehension**

I. Read the following statements. Write (T) in the box if the statement is true and (F) if it is false.

1. Computer cannot draw beautiful pictures and design buildings. [ ]
2. Computer can make all kinds of calculations. [ ]
3. Keyboard is the brain of the computer. [ ]
4. Even blind people can use the computer very effectively. [ ]
5. Printer produces printed copies of the output. [ ]

II. Answer the following questions.

1. Which part of computer is called its brain?
2. Which lines in the lesson show the importance of computer in our life?
3. What is the soul of the computer?
4. What is the function of a printer?
5. How is computer your friend?

### Vocabulary

#### I. Work in groups

Make as many words as possible from the different letters of the words given below in bold. You may use the letters in any order you like. One has been done for you.

<table>
<thead>
<tr>
<th><strong>Mouse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
</tr>
<tr>
<td>sum</td>
</tr>
<tr>
<td>sue</td>
</tr>
<tr>
<td>use</td>
</tr>
<tr>
<td>us</td>
</tr>
<tr>
<td>so</td>
</tr>
<tr>
<td>me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitor</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Keyboard</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Computer</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Printer</strong></th>
</tr>
</thead>
</table>
II. Study how the following verbs are changed into nouns.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>inform</td>
<td>information</td>
</tr>
<tr>
<td>apply</td>
<td>application</td>
</tr>
<tr>
<td>act</td>
<td>action</td>
</tr>
<tr>
<td>add</td>
<td>addition</td>
</tr>
<tr>
<td>translate</td>
<td>translation</td>
</tr>
</tbody>
</table>

Now, change the following verbs into nouns.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>invite</td>
<td>subtract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>celebrate</td>
<td>collect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>imagine</td>
<td>examine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multiply</td>
<td>calculate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attract</td>
<td>pollute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Use the verbs and nouns in Exercise II in your own sentences. One has been done for you.

**Verb** - I invited all my friends to my younger brother’s birthday party.

**Noun** - My friends felt very happy when they received the invitation.

Verb -

Noun -

Verb -

Noun -

Verb -

Noun -

Verb -

Noun -

Verb -

Noun -

Verb -

Noun -
Grammar

I. Read the following sentences.

1. Computer can draw beautiful pictures and design buildings.
2. Computer cannot think but it obeys your commands.

Here ‘can/cannot’ expresses the ability of the computer. As you see, ‘can/cannot’ is used to express physical as well as mental ability.

Now complete the following sentences using ‘can’ or ‘cannot’.

1. Computer ___________ store all the information.
2. She is weak in mathematics. She ___________ solve this problem.
3. The mouse of the computer ___________ run like the mouse that runs around our house.
4. Computer ___________ walk and talk just like robot.
5. We ___________ send messages to any part of the world very quickly using e-mail.
6. He is a computer expert. He ___________ handle all kind of tasks.
7. I ___________ serve you tea because there is no milk.
8. Rahim ___________ speak English very well.

II. Read the following paragraph and identify nouns, verbs and pronouns. Write them in the given table.

One day the librarian asked him, “Do you really read the books or return them without reading?” Narendra said, “Of course, sir, I thoroughly read all the books borrowed from the library. You may ask me any question from these books.” The librarian took out a book and asked him some questions. Narendra answered all the questions correctly. The librarian was amazed at his sharp memory and understanding.
III. Read the following sentences.

1. I **shall** write a letter tomorrow.

2. Robots **will do** all the household work in the next 100 years.

The words in bold in these sentences express **actions** in the future.

**Shall** is generally used with ‘I’ and ‘we’. **Will** is generally used with ‘he’, ‘she’, ‘it’, ‘you’, ‘they’ etc.

**Fill in the blanks with the correct forms of the verbs.**

1. They ______________ (visit) the zoo tomorrow.

2. He ______________ (be) in Chandigarh next week.

3. Wait, I ______________ (do) this.

4. My friend ______________ (buy) bicycle next month.

5. She ______________ (do) her homework tomorrow.

6. It ______________ (be) sunny tomorrow.

---

**Listening and Speaking**

I. Speak the following pairs of words aloud. These pairs of words are spelt differently but pronounced alike. Such pairs of words are called **homophones**.

<table>
<thead>
<tr>
<th>I</th>
<th>eye</th>
<th>son</th>
<th>sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>sea</td>
<td>no</td>
<td>know</td>
</tr>
<tr>
<td>too</td>
<td>two</td>
<td>one</td>
<td>won</td>
</tr>
<tr>
<td>dear</td>
<td>deer</td>
<td>by</td>
<td>buy</td>
</tr>
<tr>
<td>check</td>
<td>cheque</td>
<td>not</td>
<td>knot</td>
</tr>
</tbody>
</table>
Add at least 6 more pairs of similar sound words.

________  ________       ________  ________        ________  ________
________  ________       ________  ________        ________  ________

II. Work in groups.

Let each student tell the group what she/he can do/can’t do. Students may choose the activities from the box.

Example One student may say,
‘I can climb a tree.
I can’t swim.’

| draw pictures | climb a tree | swim         |
| play badminton| ride a bicycle| mimic animals|
| act in a play | sing a song   | run fast     |
| use a mobile phone | prepare tea | wash clothes |
| make a greeting card | buy ticket  | read English |

Writing

I. Complete the following paragraph on ‘Cell Phones’ with the help of words from the box.

Cell phones ___________ us to keep ourselves in ___________ with our relatives and friends. We ___________ a doctor, a plumber or an electrician when we need. We ___________ our families/office when we are in ___________. However, children ___________ a lot of ___________ when they ___________ games on the ___________.

II. Write a paragraph of 4-5 sentences on the ‘Uses of Computer’.

__________________________________________________________________
__________________________________________________________________
III. Describe your favourite T.V. programme. You may include the following hints in your description:

- Name of the programme and the channel
- What time you see it
- How often you see it
- Why you like it

Follow Up

Visit a computer lab in a nearby school and have a firsthand experience of working on a computer and learning about how it works.
Pre Reading

• What is the boy dreaming about?

• Have you ever left your homework unfinished? If yes, why couldn’t you finish it?

• Can you imagine a situation when you could not do your work? What excuse did you give for not doing your work? How did you feel when you made an excuse?
I didn’t do my homework.
My teacher asked me, “Why?”
I answered him, “It’s much too hard.”
He said, “You didn’t try.”

I told him, “My dog ate it.”
He said, “You have no dog.”
I said, “I went out running.”
He said, “You never jog.”

I told him, “I had chores to do.”
He said, “You watched T.V..”
I said, “I saw the doctor.”
He said, “You were with me.”

My teacher sees right through my fibs,
Which makes me very sad.
It’s hard to fool the teacher
When the teacher is your dad.

Bruce Lansky
Word Meaning in Context

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>sees right through</td>
<td>फक़ड़ लेते हैं / भांप जाते हैं</td>
</tr>
<tr>
<td>detects</td>
<td></td>
</tr>
<tr>
<td>jog</td>
<td>धीरे-धीरे दौड़ना</td>
</tr>
<tr>
<td>run slowly</td>
<td></td>
</tr>
<tr>
<td>chores</td>
<td>दैनिक कार्य</td>
</tr>
<tr>
<td>routine work</td>
<td></td>
</tr>
<tr>
<td>fibs</td>
<td>झूठ</td>
</tr>
<tr>
<td>small lies</td>
<td></td>
</tr>
<tr>
<td>fool</td>
<td>मूर्ख बनाना</td>
</tr>
<tr>
<td>to deceive</td>
<td></td>
</tr>
</tbody>
</table>

Comprehension

Answer the following questions.

1. What was the first reason given by the student for not doing his homework?
2. Why did the teacher think that the dog couldn’t have eaten the homework?
3. What did the student do instead of doing his chores?
4. When did the teacher say, “You were with me.”?
5. Have you ever been caught playing a trick by your teacher? When was it?

Vocabulary

I. Read the following lines:

It’s hard to fool the teacher

When the teacher is your dad.

The word ‘fool’ in the above lines has been used as verb.

It can also be used as noun, as shown below:

Most people think that he is a fool.

Similarly, words like watch, drink, water, book, top, pass, oil, smile, cover etc. can be used both as nouns and verbs.

Use these words as nouns and verbs in your own sentences and write in your notebook.
II. Here are some words which sound the same but have different spellings and meanings (homophones). For example:

To - It’s hard to fool the teacher.

Too - I answered him, “It’s much too hard.”

Some more homophones are given in the box.

principal – principle    scene – seen    knew - new
berth - birth            pane – pain

Now use these homophones to complete the following sentences.

1. What a beautiful ___________! I've never seen a similar thing before.

2. He is the most pleasing person I have ever ____________.

3. Can you give me some medicine? I have a terrible ____________ in my stomach.

4. Children broke the window ____________ while playing cricket.

5. She gave ____________ to a girl child.

6. Mohan reserved a ____________ for his father in the Janta Express.

7. The ____________ of our school is famous for his discipline.

8. We must follow the ____________ of equality.

9. Our neighbour bought a ____________ car.

10. The teacher ____________ that she would top the exam.
Here are some words which are used to ask questions.

<table>
<thead>
<tr>
<th>Question Words</th>
<th>Used for</th>
<th>Examples</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>person</td>
<td>Who is that boy?</td>
<td>My brother Sohit.</td>
</tr>
<tr>
<td>When</td>
<td>time</td>
<td>When is the party?</td>
<td>On Friday at 7 o’clock.</td>
</tr>
<tr>
<td>What</td>
<td>object, idea or action</td>
<td>What is on the table?</td>
<td>There is a pencil.</td>
</tr>
<tr>
<td>Why</td>
<td>reason</td>
<td>Why are you late?</td>
<td>Because I missed my bus.</td>
</tr>
<tr>
<td>Which</td>
<td>thing, choice</td>
<td>Which is your apple?</td>
<td>The green one.</td>
</tr>
<tr>
<td>Where</td>
<td>place</td>
<td>Where is your bag?</td>
<td>It is on the chair.</td>
</tr>
</tbody>
</table>
I. Fill in the blanks with the words **who**, **when**, **what**, **why**, **where** and **which**.

1. **Q**: ______________ is your name?
   **A**: My name is Shalu.

2. **Q**: ______________ is your school?
   **A**: It is on Tularam road.

3. **Q**: ______________ is your class teacher?
   **A**: Miss Chandni.

4. **Q**: ______________ are you sad?
   **A**: I have lost my pen.

5. **Q**: ______________ do you get up in the morning?
   **A**: At 6 o’clock.

6. **Q**: ______________ is your favourite subject?
   **A**: English is my favourite subject.

II. Complete the following questions with the words given in the box.

<table>
<thead>
<tr>
<th>When</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
<th>How</th>
<th>Which</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ______________ is the monitor of your class?

2. ______________ did you leave your classroom?

3. ______________ is your favourite movie?

4. ______________ is your birthday?

5. ______________ do you want to eat for lunch?

6. ______________ are you feeling now?

7. ______________ did the teacher call in Bhavesh?

8. ______________ do you live?
Listening and Speaking

Listen and tick (✓) the sentences that your teacher speaks.

1. I have not completed my homework.
2. Our school has declared a holiday.
3. Our class teacher is happy today.
4. I don’t find my books.
5. I missed my school bus today.
6. I am not feeling well today.

Writing

Describe the funniest excuse that you may have ever made to your parents. Also mention why it was the funniest one.

Remember to mention:

• What the excuse was
• The occasion for making the excuse
• The result of the excuse

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Follow Up

Read the story ‘The Wolf and the Shepherd’ to know the truth of the statement, ‘Excuses and lies can be harmful if they become habits.’
1. What do you see in each of these pictures?

2. Have you ever met or heard anyone who may have told you his/her experiences in such situations? If yes, can you narrate some of them?
In a village called ‘Baan Talae Nok’ of Thailand, there was a lazy Rabbit. One day Rabbit was sleeping soundly until his sleepy ears heard news on the radio.

“This is the first warning system test of Tsunami in Thailand. Please continue your activities as usual.” Since he was so drowsy, Rabbit heard only last part of the message, “Tsunami in Thailand...” Rabbit got frightened.

Rabbit shouted loudly, “Oh God! A Tsunami is coming. Run! Run for your life!” All the animals got frightened and started running.

Butterfly suddenly realized that she had not gathered her valuable things. Rats ran for their lives first. Baby Goat cried for his parents, “maa... maa...”. Mother Frog suddenly realized that her children were not with her and she must go to find them. Little Cow cried, “My grandparents don’t want to run away. What should I do?” All the animals were in a state of panic.
Headman Ant asked, “What happened? Why are you running?” Rabbit said, “We’re running for our lives. I heard the news of Tsunami on the radio.”

Headman Ant asked everyone to stay calm and explained that they were just testing the warning system. It didn’t happen for real. Let us all be prepared to deal with disasters.

Next day at the village meeting, everyone gave their ideas.

Elephant: “We should always follow news carefully.”

Butterfly: “I have already put my valuable things away in a safe place.”

Rat: “I have prepared survival bag which will always be close to me. I have kept a bottle of water, medicines, dried food, some beans, the radio for news and a family photo.”

Mother Frog: “My kids will not go out to play by themselves in hazardous places.”
Mother Goat: “We must run to higher grounds or to the safe areas. I shall make a map of the village.”

Headman Ant asked Grandpa Ox, “Why didn’t you run like others?”

Grandpa Ox: “We are too old. We don’t want to be a burden to anyone.”

Headman Ant: (said politely) “No one is a burden. What would your grandchildren do without you?”

Headman Ant made a list of things to do:
1. Always follow disaster warning news very carefully.
2. Keep your valuables in a safe place.
3. Prepare your survival bag and keep it in a place where it’s easy to take.
4. Discuss the family evacuation plan.
5. Learn more about natural disasters to deal with them.
6. Map the village’s evacuation routes.
7. Conduct evacuation drills regularly.

Many days later....

Rabbit heard the news again. “An earthquake occurred on Java Island. It could cause Tsunami in Thailand.”
Rabbit was alert and so informed everyone through the siren tower. All the animals saved themselves and reached evacuation center by doing everything as it was discussed in the meeting and as they had practised while doing regular evacuation drills. And from now on the Rabbit was called as “Alert Rabbit.”

Word Meaning in Context

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>disaster</td>
<td>आपदा</td>
</tr>
<tr>
<td>calamity</td>
<td>आपदा</td>
</tr>
<tr>
<td>sound sleep</td>
<td>गहरी नींद</td>
</tr>
<tr>
<td>drowsy</td>
<td>नींद से मिला हुआ, उनिया</td>
</tr>
<tr>
<td>frightened</td>
<td>भयभीत, उसर हुआ</td>
</tr>
<tr>
<td>gathered</td>
<td>इकट्ठा</td>
</tr>
<tr>
<td>valuables</td>
<td>कीमती सामान</td>
</tr>
<tr>
<td>panic</td>
<td>आतंक</td>
</tr>
<tr>
<td>meeting</td>
<td>समा</td>
</tr>
<tr>
<td>survival bag</td>
<td>जीवन खाच बैला</td>
</tr>
<tr>
<td>hazardous</td>
<td>खतरनाक</td>
</tr>
<tr>
<td>burden</td>
<td>बोझ</td>
</tr>
<tr>
<td>evacuation route</td>
<td>निकास मर्ग</td>
</tr>
<tr>
<td>drills</td>
<td>अम्यास</td>
</tr>
</tbody>
</table>

Comprehension

I. Complete the following sentences with the appropriate words from the brackets.

1. Rabbit was ____________ (lazy/alert) in the beginning.

2. Butterfly forgot her ____________ (valuables/bag).

3. Headman Ant told the animals to stay ____________ (happy/calm).

4. Rats prepared the ____________ (air/survival) bag.

5. Mother Goat made evacuation route ____________ (graph/map) of the village.

6. Rabbit was named as Alert Rabbit in the ____________ (beginning/end).
II. Answer the following questions.

1. Write the name of the country and the village in which this story takes place.
2. Why did all the animals start running?
3. What are three things to be kept in mind in case of a disaster?
4. Why was the Rabbit called ‘Alert Rabbit’?

Vocabulary

I. Look at the pictures of the things given below. Choose the things we may require in the time of emergency and write their names in the space provided.

__________________
__________________
__________________
__________________

__________________
__________________
__________________
__________________

__________________
__________________
__________________
__________________

II. Pick out the names of important things from the box that may be used to survive during disaster and write their names in the space provided.

<table>
<thead>
<tr>
<th>torch</th>
<th>medicine box</th>
<th>spoon</th>
<th>tooth paste</th>
<th>colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>radio</td>
<td>comb</td>
<td>milk</td>
<td>biscuits</td>
<td>knife</td>
</tr>
<tr>
<td>towel</td>
<td>clothes</td>
<td>family photo</td>
<td>mobile</td>
<td>books</td>
</tr>
<tr>
<td>water bottle</td>
<td>football</td>
<td>money</td>
<td>soap</td>
<td>cold drink</td>
</tr>
</tbody>
</table>

III. Identify natural and the man-made disasters given below and write them in the appropriate columns.

<table>
<thead>
<tr>
<th>flood</th>
<th>fire</th>
<th>pollution</th>
<th>cloudburst</th>
<th>drought</th>
</tr>
</thead>
<tbody>
<tr>
<td>gas leakage</td>
<td>tsunami</td>
<td>landslide</td>
<td>earthquake</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural disasters</th>
<th>Man-made disasters</th>
</tr>
</thead>
</table>

IV. Look up a dictionary to find the meanings of the following words. Now use them in your own sentences. One has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious</td>
<td>eager to know</td>
<td><em>I am very curious to know about the local culture of my village.</em></td>
</tr>
<tr>
<td>ordinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooperative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the following.

Mother Frog said, “My kids will not go out to play …”

“My kids will not go out to play …” are the words spoken by Mother Frog. They are called **direct speech**. The actual words spoken by a person are always put inside inverted commas (“ ”).

**These actual words of Mother Frog can be reported as:**

Mother Frog said that her kids would not go out to play.

These words are not the actual words of Mother Frog. These words are called **indirect speech**. When we change direct speech to indirect speech, inverted commas are removed.

Underline the actual words/direct speech in the following sentences.

1. Mukesh said to his mother, “I am not feeling well.”
2. Jasbir said to me, “The train was late.”
4. The postman said, “I am going to deliver the letters.”
5. Shanti said, “Rani is my friend.”

**Listening and Speaking**

Listen to the announcement carefully and tick (√) the things mentioned in the announcement.

1. Be ready with the survival bag.
2. Shift to a new building.
3. Move out of the house.
4. Floods will have no effect in Haryana.

Writing

I. You are Siddharth, monitor of class V. Your school is raising funds for flood victims in U.P. and Bihar. Fill in the blanks to complete the notice for your school notice board requesting students to contribute Rs 10/- each for the flood victims.

_______________________________ School

NOTICE

Date: __________

The school is ______________ for the ______________ in Bihar and U.P.

We have decided to collect ______________ from each student. Please bring ______________ by ______________ and deposit it with your monitor.

Siddharth

Class V, Monitor

II. After a recent earthquake some people who became homeless have put up tents in your surroundings. Write in your own words how you would help them to make them feel comfortable.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Follow Up

I. Discuss in groups the possible difficulties that people face during a flood.

II. Dramatize the following discussion among animals at the village meeting.

**Elephant**: We should always follow news carefully.

**Butterfly**: I have already put my valuable things away in a safe place.

**Rat**: I have prepared survival bag which will always be close to me. I have kept a bottle of water, medicines, dried food, some beans, the radio for news and a family photo.

**Mother Frog**: My kids will not go out to play by themselves in hazardous places.

**Mother Goat**: We must run to higher grounds or to the safe areas. I shall make a map of the village.

*Headman Ant asked Grandpa Ox, Why didn’t you run like others?*

**Grandpa Ox**: We are too old. We don’t want to be a burden to anyone.

**Headman Ant** (said politely): No one is a burden. What would your grandchildren do without you?

*For the teacher:* Help children in making masks according to their roles and encourage them to dramatise with proper actions and gestures.
Q.1  Answer the following questions. (Attempt any four.)  
1 × 4 = 4

a. Which part of computer is called its brain?
b. How is computer your friend?
c. What did the student do instead of doing his chores?
d. What was the first reason given by the student for not doing his homework?
e. Why did all the animals start running?
f. Why has the rabbit been called ‘Alert Rabbit’?

Q.2  A. Complete the sentences with correct options.  
1 × 2 = 2

1. It is a beautiful ___________. (scene/se麟)
2. Children broke the window ___________. (pain/pane)

B. Use the following words in your own sentences.  
1 × 2 = 2

soul __________________________________________
principal ______________________________________

Q.3  Punctuate the following sentences. Also use capital letter wherever necessary.  
1 × 4 = 4

a. i told him my dog ate it

____________________________________________
b. i do not like sweets said Rekha

c. Shanti said rani is five feet tall

d. hello friends do you know who I am

Q.4 Fill in the blanks with the following ‘Wh’ words. 1×4 = 4

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>What</th>
<th>Why</th>
<th>Where</th>
<th>Which</th>
<th>When</th>
</tr>
</thead>
</table>

1. __________ is your name?

   My name is Shalu.

2. __________ is your school?

   It is on Tularam road.

3. __________ is your class teacher?

   Miss Chandni.

4. __________ are you said?

   I have lost my pen.

Q.5 Write a short paragraph on the ‘Uses of Computer’. 1×4 = 4

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Pre Reading

• What do you see in the picture? Name the things on the table.
• Can you guess who the man is and what he is doing?
• Have you ever seen any magic show? If yes, what did you see in it?

Reading

Shetty, the magician was returning home, when all of a sudden it began to rain. It rained heavily. Shetty looked around for shelter and saw a pretty little fir tree. He ran towards it as fast as he could.

Soon the rain stopped. Shetty was happy that he did not get wet.

“Thank you, you have been kind to me. I would like to reward you. Ask for four wishes and I will grant them,” said the magician.

The sad fir tree had leaves like needles and no birds ever made their nests on it. So it said, “I wish I had green leaves like my other friends.”
Next morning, its wish was granted. Soon a goat came along and ate all the green leaves. “Oh! Dear,” said the fir tree. “I wish I had gold leaves as goats do not eat gold leaves.”

When the little fir tree woke up the next morning, it was surprised to see gold leaves.

“How happy I am!” it said.

A man came along and stole the gold leaves.

“I wish I had glass leaves instead. Men do not steal glass leaves.”

The next day its glass leaves shone in the bright sun. “How happy I am!” it said.

At night the wind blew whoo... oo... oo. All the glass leaves broke.

“Oh dear!” said the fir tree. I like my old needle-like leaves best, for goats do not eat them.

No man can steal them.

The wind will do them no harm.”
The tree went to sleep. When it woke up the next morning, it had all its needles back again.

“Oh! I never was so happy,” said the little fir tree.

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning in Context</th>
<th>Word</th>
<th>Meaning in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>magician</td>
<td>a person who performs magic tricks</td>
<td>shelter</td>
<td>a place that protects people or things</td>
</tr>
<tr>
<td>pretty</td>
<td>beautiful</td>
<td>reward</td>
<td>prize</td>
</tr>
<tr>
<td>grant</td>
<td>fulfil</td>
<td>instead</td>
<td>in its place</td>
</tr>
</tbody>
</table>

**Comprehension**

I. **Tick (✓) the correct options that complete the following sentences.**

1. The pretty little fir tree was happy with the gold leaves but…
   - a goat came along and ate them.
   - all the leaves got wet in rain.
   - a man stole them.

2. The fir tree was sad…
   - because it had yellow leaves.
   - because it had needle-like leaves.
   - because it was very short.

3. The fir tree was not happy with the gold leaves…
   - because a goat came and ate them up.
   - because a man stole them.
   - the gold leaves broke.

4. The third wish of the fir tree was…
   - to have green leaves.
   - to have glass leaves.
   - to get its needles back.

II. **Answer the following questions.**

1. Where did the magician take shelter?
2. What was the first wish of the fir tree?
3. What happened after the first wish of the fir tree was fulfilled?
4. Why did the fir tree wish to have gold leaves?
5. What happened to the fir tree’s gold and glass leaves?
6. How did the fir tree feel when it got its needles back again?
7. What is the writer trying to tell through the story?

III. In the story the fir tree helped the magician by saving him from the rain. The magician became happy. Now write in the appropriate column the following actions which would make people happy or unhappy.

<table>
<thead>
<tr>
<th>Actions that make people happy</th>
<th>Actions that make people unhappy</th>
</tr>
</thead>
<tbody>
<tr>
<td>respecting elders</td>
<td>not saying ‘thank you’</td>
</tr>
<tr>
<td>being polite</td>
<td>playing with friends</td>
</tr>
<tr>
<td>visiting a sick friend</td>
<td>not sharing things</td>
</tr>
<tr>
<td>watching television all day</td>
<td>telling lies</td>
</tr>
<tr>
<td>being greedy</td>
<td>being honest</td>
</tr>
<tr>
<td>being selfish</td>
<td>wasting water</td>
</tr>
<tr>
<td>caring for pets</td>
<td>getting angry</td>
</tr>
<tr>
<td>planting trees</td>
<td>laughing at others</td>
</tr>
<tr>
<td>keeping place neat and clean</td>
<td>throwing waste material here and there</td>
</tr>
</tbody>
</table>

III. In the story the fir tree helped the magician by saving him from the rain. The magician became happy. Now write in the appropriate column the following actions which would make people happy or unhappy.
I. Rewrite the following sentences by changing the highlighted words with their opposites. One has been done for you.

The magician saw a pretty little fir tree.

The magician saw an ugly little fir tree.

1. Soon the dancing and singing stopped.

2. The master has been very kind to the servant.

3. There were marks of little steps on the ground.

4. It is very cold today.

5. I lost my notebook.

6. The day is very bright today.

II. The nouns in Column A are changed to common nouns in Column B by adding the suffix ‘-ian’. Notice that if a noun ends in ‘-y’, ‘-y’ is deleted before adding ‘-ian’. One has been done in each box.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>magic</td>
<td>magician</td>
<td>comedy</td>
<td>comedian</td>
</tr>
<tr>
<td>music</td>
<td></td>
<td>history</td>
<td></td>
</tr>
<tr>
<td>optic</td>
<td></td>
<td>library</td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td></td>
<td>custody</td>
<td></td>
</tr>
</tbody>
</table>
III. Now fill in the blanks with names of professionals.

1. A ____________ is a person who takes care of books in a library.
2. A ____________ is a person who studies grammar.
3. A ____________ is a person who plays tricks for entertainment.
4. A ____________ is a person who plays music.
5. An ____________ is a person who makes or sells lenses.
6. A ____________ is a person who writes history.
7. A ____________ is a person who makes you laugh.
8. A ____________ is a person who cares for something or someone.

Grammar

I. Read the following sentences.

1. I wish I were a magician.
2. I wish I had many toys.

As you see, both these sentences express an imaginary wish. In both of these sentences I wish is followed by a subject and simple past tense (‘I were’, ‘I had’).

Suppose an angel appears before you and asks you to make five wishes. What wishes will you make? Write them in your notebook.

II. Look at the following sentence taken from the story.

The magician was returning home, when all of a sudden it began to rain.

The verb in bold (was returning) is in the past continuous tense and the verb in italics (began) is in the simple past tense.
Complete the following sentences using verbs in the appropriate past tense. One has been done for you.

When I \textit{reached} (reach) home yesterday, my grandmother was \textit{praying} (pray).

1. What were you \underline{do} (do) when I \underline{call} (call) you last night?
2. I \underline{sit} (sit) in the café when the telephone bell \underline{ring} (ring).
3. When we \underline{reach} (reach) the station, the passengers \underline{board} (board) the train.
4. I \underline{watch} (watch) T.V. when someone \underline{knock} (knock) at the door.
5. When the mother \underline{enter} (enter) the room, the child \underline{cry} (cry).

III. Read the following sentences.

The rain \textit{stopped}. Shetty was \textit{happy}

The verbs in bold are in the \textit{simple past tense}.

These sentences can be changed into negative as below.

The rain did not stop. Shetty was not happy.

When we make a verb negative in the simple past tense, we change it in the following way:

If the verb is \textit{was/were} we insert ‘not’ after it. But if the verb is in the past tense, as in ‘The rain did not stop.’ We put ‘not’ after ‘did’ as:

did not + first form of the verb.

Here are some more examples.

1. ‘I stopped’ becomes ‘I did not stop’.
2. ‘The teacher taught’ becomes ‘The teacher did not teach’.
3. ‘I was absent yesterday’ becomes ‘I was not absent yesterday’.
Fill in the blanks by using the correct forms of the verbs given in the brackets.

Our class ____________ (go) to the Pragati Maidan yesterday. But Deepak, our class monitor, _____________ (not come). I _____________ (meet) my cousin at Gate No. 6. We ________________ (decide) to visit Haryana Pavilion. We ____________ (reach) there soon. There was not a long queue at the entrance of the stall. A boy was eating ice cream. He _____________ (throw) the empty cup on the ground. But I ____________ (ask) him to put it into the dustbin. He ____________ (not like) it at first but when we ____________ (explain) the importance of cleanliness, he ____________ (feel) sorry and ____________ (agree) to our advice.

**Listening and Speaking**

I. Work in pairs and role play the following conversation.

**Lata** : Hello Anuja.

**Anuja** : Hello Lata.

**Lata** : Why didn’t you come to school yesterday?

**Anuja** : My father wasn’t well. I had to look after him.

**Lata** : How is he feeling now?

**Anuja** : He’s much better. Could you tell me what the teacher taught yesterday in the English class?

**Lata** : He taught the new lesson ‘The Little Fir Tree’. He took us to a nearby field and talked about trees there.

**Anuja** : Oh! I too want to see these trees and know about them.
II. Sometimes we need to interrupt a person who is speaking to us. Here are a few polite expressions that we can use.

- Pardon
- Excuse me, sir/madam.
- Could you repeat it, please?
- Could/will you please tell it again?
- Sorry, I didn’t get the last word/sentence. Could you please explain that again?
- Could you explain the meaning of ‘………’

Dramatize the following conversation.

Teacher  : Long ago, there lived a king. In his court…

Anil      : Excuse me, Madam, what is a court?

Teacher  : Let me first finish the sentence. In his court there were many great scholars, artists, poets, musicians, warriors and a clown. Can you now guess the meaning of the word ‘court’, Anil?

Anil      : Does it mean ‘darbar,’ Madam?

Teacher  : You’re absolutely right. ‘Court’ means ‘darbar’ in Hindi. So there were many courtiers in the king’s court and he gave a lot of respect to all his courtiers.

Vinita    : Could you repeat the last word please?

Teacher  : Sure. ‘Courtiers’ or the people in his court.

Students : Oh! Now it’s clear.

Teacher  : There was one person in his court he liked most, and that was his clown.

Vinod     : Pardon, Madam.

Teacher  : The king’s favorite was his clown.

Sanya     : Madam, what does clown mean?
Teacher  : Look at this picture. (pointing to the picture of a clown) This is a clown.

Vinod  : Oh! A joker!

Karamvir : Please continue Madam.

Writing

I. Write a paragraph describing how your school celebrated ‘Vanamahotsav’ this year. Remember to include the following points:

- Importance of Vanamahotsav
- When and how it was celebrated
- The Chief-Guest
- Number of plants planted
- Vote of thanks
II. A tree has been cut near your house. Write a letter to the Commissioner, Municipal Corporation of your city/locality complaining about the cutting of the tree.

Date: ______________

The Commissioner

Municipal Corporation of Gurugram

Gurugram.

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Yours truly

____________________

Follow Up

Prepare a chart of your favourite tree.

Write in your notebook any four benefits of trees.
Pre Reading

- What are the women doing in the pictures?
- Can you guess their mood from the clothes they are wearing and their facial expressions?
- What do you think is the occasion?
- Can you name some other occasions when people get together and dance?

Reading

Shravan, commonly called ‘Sawan’ is the month of rains. In this month, the festival of Haryali Teej is celebrated to welcome the rainy season. Haryali means greenery and Teej means the third day of the month. As per the legend, it is celebrated as the day of Lord Shiva and Parvati. This festival is also a sign of growth, prosperity and greenery all around. It strengthens the bond of love and happiness in married life.
After the first shower of ‘Sawan’, the weather becomes cool and pleasant. The soil turns loose and soft. New plants start growing and there is greenery all around. A small red insect called *teej* comes out from earth’s surface.

All men, women and children feel happy and cheerful. People wear new and colourful clothes on this day. Girls sing folk songs and enjoy rides on the swings. They apply *mehandi* on their hands and wear colourful bangles. Women worship goddess Parvati. Boys fly kites. The scene at home is equally festive. *Gulgulas, suhalis, puras* and many other tasty dishes are prepared on this occasion. Parents give gifts and sweets like *ghevar* and *pheni* to their married daughters. People celebrate this festival with zeal and zest.

Many fairs and games are organized on this occasion to celebrate this festival. Swings are set up in the open courtyards. Children go to the fairs with their friends and family members. A large crowd in colourful clothes gathers in the fair. There is a lot of hustle and bustle. Many stalls are set up. The vendors sell balloons, toys, bangles, dresses and sweets. Children buy balloons, kites, flutes, toy cars etc. They enjoy flying kites of different colours, shapes and sizes. The sky is overcast with these kites and children are heard shouting ‘*voh kata*’ when a kite is snapped off. Women buy bangles, other items and enjoy swing rides.
Many people, young as well as old, come to the fair from far and wide. Some of them come there to take part in wrestling and kabaddi matches while many others come simply to watch and enjoy them. Winners get prizes. After the whole day of enjoyment people return to their homes.

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
<th>Transliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrated</td>
<td>उत्सव मनाया गया</td>
<td>mRlo tSlk</td>
</tr>
<tr>
<td>insect</td>
<td>कीट/कीड़ा</td>
<td>dhV@dhM+k</td>
</tr>
<tr>
<td>pleasant</td>
<td>सुहावना</td>
<td>lqgkouk</td>
</tr>
<tr>
<td>legend</td>
<td>कहानी</td>
<td>dgkuh</td>
</tr>
<tr>
<td>dishes</td>
<td>पकवान</td>
<td>idoku</td>
</tr>
<tr>
<td>occasion</td>
<td>अवसर</td>
<td>volj</td>
</tr>
<tr>
<td>hustle and bustle</td>
<td>चहल पहल</td>
<td>jgkuh</td>
</tr>
<tr>
<td>shower</td>
<td>वर्षा</td>
<td>o'kkZ</td>
</tr>
<tr>
<td>festive</td>
<td>उत्सव जैसा</td>
<td>mRlo euk;k x;k</td>
</tr>
<tr>
<td>vendors</td>
<td>फेशी वाले</td>
<td>Qsjh okys</td>
</tr>
<tr>
<td>snapped</td>
<td>काटा</td>
<td>dkVk</td>
</tr>
<tr>
<td>did something enjoyable</td>
<td>सुहावना</td>
<td>lqgkouk</td>
</tr>
<tr>
<td>small animal (e.g. a fly)</td>
<td>कीट/कीड़ा</td>
<td>dhV@dhM+k</td>
</tr>
<tr>
<td>enjoyable</td>
<td>सुहावना</td>
<td>lqgkouk</td>
</tr>
</tbody>
</table>
Comprehension

I. Answer the following questions.
1. When is Teej celebrated?
2. What is the legend about Teej?
3. What changes do you see in nature after the first shower of rain in the month of Sawan?
4. How do people celebrate Teej? List the activities that people enjoy doing on this day.
5. What dishes are prepared on Teej?
6. Name some items that children like to buy in the fair.

II. Read the following statements and write T for true and F for false in the boxes.
1. Rains make the weather cool and pleasant.
2. Both boys and girls sing folk songs and enjoy rides on the swings.
3. Boys apply mehandi on their hands.
4. Parents give gifts and sweets to their sons and daughters.
5. The sky is overcast with kites.
6. Everyone takes part in wrestling and kabaddi matches.
7. The Teej fair is full of noise and fun.

Vocabulary

I. Make meaningful words from the jumbled letters given below. One has been done for you.

<table>
<thead>
<tr>
<th>1. rian</th>
<th>rain</th>
<th>2. gaert</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. sngwis</td>
<td>4. eonjy</td>
<td></td>
</tr>
<tr>
<td>5. vonerds</td>
<td>6. flleus</td>
<td></td>
</tr>
<tr>
<td>7. crbelatee</td>
<td>8. rutren</td>
<td></td>
</tr>
<tr>
<td>9. ynoug</td>
<td>10. bagnles</td>
<td></td>
</tr>
</tbody>
</table>
II. Complete the sentences with the opposites of the underlined words.

1. It is very cool in the shade while it is very _________ in the sun.
2. A coconut is soft inside but it is very _________ outside.
3. My school opens at 8 a.m. and _________ at 2:30 p.m.
4. A neat and clean place looks pleasant while a dirty place looks _________ _________.
5. His trousers are loose at the bottom but _________ at the top.
6. After the match, the winners were happy while the losers were _________ _________.
7. Highways are wide whereas streets are _________.
8. An aeroplane which is generally very large appears very _________ in the sky.

III. Read the following twin words.

hustle and bustle  far and wide

These twin words always go together and add greater emphasis to what we want to say.

Choose from the list below a word to form twin words from the following.

thin  downs  crook  span  night
shower  dears  butter  there

ups and _________  nears and _________  bread and _________
sun and _________  thick and _________  spick and _________
day and _________  here and _________  by hook or _________
IV. Names of some festivals are hidden in the grid. Identify and circle them. One has been done for you.

<table>
<thead>
<tr>
<th>L</th>
<th>X</th>
<th>Q</th>
<th>E</th>
<th>Z</th>
<th>D</th>
<th>B</th>
<th>W</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>H</td>
<td>R</td>
<td>I</td>
<td>S</td>
<td>T</td>
<td>M</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>U</td>
<td>D</td>
<td>W</td>
<td>D</td>
<td>T</td>
<td>C</td>
<td>R</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>R</td>
<td>G</td>
<td>F</td>
<td>Y</td>
<td>I</td>
<td>T</td>
<td>B</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>D</td>
<td>U</td>
<td>S</td>
<td>S</td>
<td>E</td>
<td>H</td>
<td>R</td>
<td>A</td>
<td>W</td>
</tr>
<tr>
<td>E</td>
<td>K</td>
<td>L</td>
<td>R</td>
<td>J</td>
<td>R</td>
<td>R</td>
<td>L</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>I</td>
<td>S</td>
<td>A</td>
<td>K</td>
<td>H</td>
<td>I</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>O</td>
<td>N</td>
<td>G</td>
<td>A</td>
<td>L</td>
<td>J</td>
<td>A</td>
<td>I</td>
</tr>
</tbody>
</table>

Grammar

I. Classify the words into nouns and adjectives given in the box below.

<table>
<thead>
<tr>
<th>Teej</th>
<th>rainy</th>
<th>happy</th>
<th>bangles</th>
<th>cloth</th>
<th>Haryana</th>
</tr>
</thead>
<tbody>
<tr>
<td>colourful</td>
<td>children</td>
<td>big</td>
<td>old</td>
<td>balloons</td>
<td>sweet</td>
</tr>
<tr>
<td>pleasant</td>
<td>plant</td>
<td>cheerful</td>
<td>tasty</td>
<td>fair</td>
<td>suhalis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teej</td>
<td>old</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Read the following paragraph.

After the first shower of Sawan, the weather becomes cool and pleasant. The soil turns loose and soft. New plants start growing and there is greenery all around. A small red insect called teej comes out from earth’s surface.

The verbs in bold are in the simple present tense. The simple present tense is used:

1. **To express habits:**
   - He takes milk at breakfast.
   - She goes for a morning walk daily.

2. **To express repeated actions or events:**
   - We go to school every morning.
   - People wear new clothes on festivals.

3. **To express universal truth:**
   - Water boils at 100° celsius.
   - The sun rises in the east.

Rules to change verbs in the simple present tense

We form the present tense by adding ‘s/es’ to the first form of the verb if the subject is he/she/it or singular nouns and name (Rahul, Reema, etc) otherwise first form of the verb is used.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>The rest of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / We / They</td>
<td>learn</td>
<td>English at school</td>
</tr>
<tr>
<td>He / She / It, Rahul, Reema</td>
<td>learns</td>
<td>English at school</td>
</tr>
</tbody>
</table>

When the subject of a sentence is third person singular (he, she, it, any name) the verb will change as shown below.

1. When verbs end in ‘-o, -ch, -sh, -ss, -x, or -z’, ‘-es’ is added to the first form of the verb.

<table>
<thead>
<tr>
<th>go</th>
<th>goes</th>
<th>wash</th>
<th>washes</th>
<th>fix</th>
<th>fixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch</td>
<td>catches</td>
<td>kiss</td>
<td>kisses</td>
<td>buzz</td>
<td>buzzes</td>
</tr>
</tbody>
</table>
2. When verbs end in ‘y’ preceding a consonant the ‘y’ is replaced by ‘ies’.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>marry</td>
<td>marries</td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
</tr>
<tr>
<td>carry</td>
<td>carries</td>
</tr>
<tr>
<td>worry</td>
<td>worries</td>
</tr>
</tbody>
</table>

3. When verbs end in ‘y’ preceding a vowel ‘s’ is added.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>plays</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoys</td>
</tr>
<tr>
<td>say</td>
<td>says</td>
</tr>
</tbody>
</table>

Now fill in the blanks with the appropriate forms of the verbs in the brackets.

1. Rajan ____________ (live) in a village.
2. I ____________ (play) kabaddi daily.
3. We ____________ (sing) prayer in the morning assembly.
4. The sun ____________ (set) in the west.
5. The farmers ____________ (work) in their fields.

III. Rearrange the jumbled words to make meaningful sentences.

1. rains/the/month/of/is/Shravan
   ____________________________

2. apply/girls/on their hands/mehandi
   ____________________________

3. fly/boys/kites
   ____________________________

4. goddess/Parvati/women/worship
   ____________________________

5. many/stalls/set up/in/the/fair/are
   ____________________________

6. greenery/all/around/is/there
   ____________________________
I. Listen to Simran’s account of how she celebrated *Gurpurab* and tick (✓) the correct options.

1. When did Simran go to *Gurudwara*?
   - [ ] today
   - [x] yesterday

2. Why did she go there?
   - [ ] to offer prayers
   - [x] to meet friends and relatives

3. Who blessed Simran?
   - [ ] The Granthi
   - [x] Guru Granth Sahib Ji

4. What kind of songs did Simran recite in the *Gurudwara*?
   - [ ] holy songs of Guru Nanak Ji
   - [x] holy songs of Guru Gobind Singh Ji

5. When did she come back?
   - [ ] in the evening
   - [x] in the afternoon

II. Each festival is known for the special activities we do or the special dishes we prepare. First list the activities that we do and dishes we prepare on these festivals. Next, work in groups and discuss the list that you have prepared.

<table>
<thead>
<tr>
<th>Festivals</th>
<th>Activities</th>
<th>Dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baisakhi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rakshabandhan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dussehra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diwali</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christmas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Look at the diary entry of day one of a class 5 student who had gone to Jaipur on a school trip.

Sep 19, 20 __ __

We all arrived at Jaipur around 11 a.m. Went straight to the Hotel Amer on M.I Road.

After a light breakfast we went to Amber Fort. Had a ride on an elephant. It was fantastic! Then we saw the Jantar Mantar. It was brilliant. Around 1 p.m. we came out and went to the hotel. Had our lunch. In the evening we all went to Hawa Mahal and Ram Bagh Palace. We went to Chowkhi Dhani and had a nice experience of Jaipur trip.

Suppose you visited a Teej fair in your village/city. Write a diary entry to record the events and your feelings.

Remember, a good diary entry should include:

Day, Date

Detailed description/contents

Should be written in the First Person: ‘I went to the Teej fair’.

A diary entry doesn’t need to be formal. It can be written in an informal style.

Use simple words and short sentences.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
II. You wish to interview one of your class fellows on the following:

- address
- hobbies
- favourite game
- favourite festival
- likes/dislikes
- daily routine
- favourite place
- favourite T.V. Programme

Now frame the questions that you may ask him/her to get the above information. One has been done for you.

1. Where do you live?
III. Describe any fair you may have visited.

Follow Up

Talk to your parents and teachers and find out the following information about the main festivals of our country. Write them in the table given below.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Festival</th>
<th>Day/date of the Festival</th>
<th>Why is it celebrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre Reading

• What do you see in the above pictures?
• What is common in them?
• What message do you get from these pictures?

Reading

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

Whatever work comes to your hand,
At home, or at your school,
Do your best with right good will;
It is a golden rule.

For the who always does his best,
His best will better grow;
But he who shirks or slight his task,
Lets all the better go.
What if your lessons should be hard?
You need not yield to sorrow,
For he who bravely works today,
His tasks grow bright tomorrow.

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>goodwill</td>
<td>good wishes</td>
</tr>
<tr>
<td>shirks</td>
<td>avoids जी चुराता है</td>
</tr>
<tr>
<td>slight</td>
<td>takes lightly हल्के में लेता है</td>
</tr>
<tr>
<td>yield</td>
<td>to surrender समर्पण करना</td>
</tr>
<tr>
<td>sorrow</td>
<td>unhappiness दुःख</td>
</tr>
<tr>
<td>bravely</td>
<td>in a brave manner शीर्षता पूर्वक</td>
</tr>
<tr>
<td>tasks</td>
<td>pieces of work कार्य</td>
</tr>
<tr>
<td>grow</td>
<td>to become bigger बढ़ना</td>
</tr>
</tbody>
</table>

**Comprehension**

Answer the following questions.

1. What is the wisest way according to the poet?
2. What is the golden rule?
3. Who will grow better in life?
4. What advice does the poet give?

**Vocabulary**

I. ‘Day’ and ‘way’ are rhyming words. Find other rhyming words in the poem and use them in your own sentences. One has been done for you.

<table>
<thead>
<tr>
<th>word</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>It is a fine day.</td>
</tr>
<tr>
<td>way</td>
<td>Hardwork is the right way to success.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Circle the pair of opposite words.

1. A stone is not soft. It is hard.
2. I keep my room tidy and I don’t want you to make it untidy.
3. The moon is quite bright but some stars are dull.
4. He used to be an active kid but he has become quite lazy now.
5. I went to watch an interesting match, but I found it boring.

III. Write the names of things associated with school. One has been done for you.

Now do the same with the following.
I. In the following stanza we have identified ‘nouns’, ‘verbs’, ‘adjectives’ and ‘adverbs’ and written them in the table given below. Read them carefully.

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjectives</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>do</td>
<td>best</td>
<td>very</td>
</tr>
<tr>
<td>girls</td>
<td>is</td>
<td>little</td>
<td></td>
</tr>
<tr>
<td>day</td>
<td></td>
<td>wisest</td>
<td></td>
</tr>
<tr>
<td>way</td>
<td></td>
<td>every</td>
<td></td>
</tr>
</tbody>
</table>

Now read other stanzas of the poem carefully and identify ‘nouns’, ‘verbs’, ‘adjectives’, ‘adverbs’ and write them in the table given below.
II. Read the sentences given below.

1. I opened the window **and** looked outside.
2. They ran fast **but** missed the train.
3. You can have a sandwich **or** a fruit.

In the above sentences, each sentence has two parts joined with the **connecting words**. The first sentence has the following two parts.

1. I opened the window.
2. I looked outside.

Connecting word: **and**

When the above two sentences are joined with a connector, common subject is not repeated.

Similarly, the second sentence consists of

1. They ran fast.
2. They missed the train.

Connecting word: **but**

And the third sentence has the following parts.

1. You can have sandwich.
2. You can have fruit.

Connecting word: **or**

The words ‘and’, ‘but’, or ‘are’ **connecting words**. They are also called **Conjunctions**. Such words link or join two or more words or a group of words or sentences.

- **and** is used to connect two similar ideas.
- **but** is used to connect two opposite ideas or exception
- **or** is used when two choices are given.

Some common conjunctions are: **so, because, or, but, and etc.**

Join the following pairs of sentences using the appropriate conjunctions given in brackets and write them in your notebook. One has been done for you.

1. Neha went to school. Veena went to school. **(and, but)**

   *Neha and Veena went to school.*
4. He is clever. She is hard working.  
5. You can take a bus. You can take a train.  
6. You can wear a raincoat. You can carry an umbrella.  
7. Mohit couldn’t attend the wedding. He met with an accident.  
8. It is raining. I will not be able to come to school.  

III. Read the following sentences.

I saw a farmer.
He was working in the field.

We can combine these two sentences into a simple sentence.
I saw a farmer working in the field.

Now combine each of the following pairs of sentences as done above.

1. We saw the children.
   They were playing in the garden.

2. We watched the sparrows.
   They were building nests.

3. I heard Mohan.
   He was crying for milk.

4. The policeman noticed a man.
   He was entering the garden.
5. The mother found the baby.
   He was crying

I. Recite the poem aloud and answer the questions given below the poem.

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow their heads,
The wind is passing by.

Christina Rossetti

1. Have you ever seen the wind?
2. How do we know the wind is passing through?

Guess: Who am I?

1. ______________________  2. ______________________
3. ______________________  4. ______________________

II. Listen and write the answers in the space given below.
I. Look at the pictures and complete the story. You may use the words given in the box.

<table>
<thead>
<tr>
<th>rainy day</th>
<th>stuck</th>
<th>market</th>
<th>mud</th>
<th>beat severely</th>
<th>vain</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpless</td>
<td>prayed</td>
<td>came</td>
<td>helped</td>
<td>push</td>
<td>move on</td>
</tr>
</tbody>
</table>

Once a cartman was driving his cart. It was a

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
II. Write at least five questions that begin with ‘who has……’ for example: 
Who has stolen my pencil?
1. _________________________________________________________
2. _________________________________________________________
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________

III. Preventing Waste
When something becomes useless, we throw it away because it is a ‘waste’ material. But sometimes we waste things even when they are useful. For example, if we throw clean water, we will be wasting water. At times we do not realize that we are wasting water. For example, if a tap is leaking, then water is being wasted or if we leave a tap on for a long time, we waste water.

In what other ways do we waste water? Write them below.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Sometimes we waste electricity too.
Suggest some of the ways how we can save electricity.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Follow Up

All of us have a talent to do a variety of things and actions. Look at the list of abilities given below. Tick the abilities that you have.

- [ ] drawing
- [ ] arranging and organizing things
- [x] painting
- [ ] singing
- [ ] gardening
- [ ] playing a musical instrument

Write some more abilities that you have but are not listed above.

_________________________ _________________________
_________________________ _________________________
_________________________ _________________________
Q.1 Answer the following questions. (Attempt any four.)  
1×4 = 4
a. What was the first wish of the fir tree?
b. Why did the fir tree wish to have gold leaves?
c. When is Teej celebrated?
d. What dishes are prepared on Teej?
e. What are the results of not doing work on time?
f. What is the golden rule?

Q.2 A. Write the meanings of the following words.  
1/2×4=2
reward __________________________________________________
grant __________________________________________________
snapped ________________________________________________
legend _________________________________________________

B. Make meaningful words from the jumbled letters given below.  
1/2×4=2
ynoug __________
cluod __________
gaert __________
lirabry __________
Q.3 Complete the sentences with the opposites of the underlined words.  

1×4 = 4

a. My school opens at 8 a.m. and _________ at 2:30 p.m.

b. A coconut is soft inside but is very _________ outside.

c. Highways are wide whereas streets are ________.

d. An aeroplane which is generally very big appears very _______ in the sky.

Q.4 Suppose you visited a fair in your village/city. Write a diary entry to record the events and your feelings.

Q.5 A. Complete the following sentences using appropriate forms of verbs in the bracket.  

1×2 = 2

a. When I _________ (reach) home yesterday, my grandmother was _________ (pray).

b. When the mother _________ (enter) the room, the child _________ (cry).

B. Complete the sentences given below.  

1×2 = 2

a. I wish ____________________________________

b. I wish ____________________________________
Pre Reading

- Can you name the tourist spots shown in the pictures?
- Tell the names of places where they are located.
- Have you ever visited any one of them?
- Tell the name of any other historical place you may have already visited.
- Name the place(s) that you would like to visit.

Reading

It was a beautiful Friday morning. After attending the morning assembly, while we all were sitting in the classroom, our class teacher entered with a smiling face. All of us became attentive and looked curiously towards him. He said “Here is a piece of good news for all of you. This Sunday we are going to visit Kurukshetra.” On hearing this, the whole class clapped cheerfully.

On Sunday morning, we all gathered in our school campus. Two of our teachers were there to accompany us. We boarded the bus joyfully. As the bus moved, some children started playing antakshri while others enjoyed watching the scenes that were passing by. On the way we ate fresh fruits. After a few hours, our teacher announced, “Children! Now we are going to enter Kurukshetra through the beautiful gate named Gita Dwar.”
All children were fascinated on seeing the grand gate. As we moved further through the gate, we were filled with excitement. As soon as the bus stopped, all of us hurriedly got off the bus. Our teacher took us to **Kurukshetra Panorama and Science Centre**.

As we entered the building, we found ourselves in a wonderful world of science. When we went up to the first floor, the war of Mahabharta came alive before our eyes. The chanting of the Gita and war cries mixed with lighting tricks created a lively atmosphere. Then, our teacher said “Children! Let’s move out.”

As we moved out, we could see **Sri Krishna Museum**. Here we were face to face with the objects of art related to Sri Krishna, Kurukshetra and Mahabharata.
In the next five minutes, we were close to a very big pond of water. Our teacher told us that it was Brahma Sarovar. All of us were amazed to see such a big pond that we had never imagined. It was full of crystal clear water. Some of us wanted to take a dip and a nod from our teacher filled us with joy. Many other people were singing hymns while taking a dip into the Sarovar. Here we saw a big bronze chariot with Arjuna and Sri Krishna on it.

After this, we had our lunch in a park and put the litter into the dustbin. After taking rest for a while, we started again and soon we were in front of Dharohar Museum. Inside it we found real scenes of rural folk life of Haryana. Artists and craftsmen were shown at work in actual working environments.

After that, we went to The Kalpana Chawla Memorial Planetarium. As we moved inside, all of us felt as if we were in the space. The solar system revolved around us. Many of us got to know our weight on different planets. The glimpses of Dr. Kalpana Chawla’s life filled us with a sense of pride.

By 6 O’clock in the evening we reached Jyotisar. Our teacher showed us the ancient holy Banyan tree, where Lord Krishna had preached the Bhagavad Gita to Arjuna during the war of Mahabharata. It was getting dark when our teachers called us for the Light and Sound Show highlighting the Gita Saar. We learned that we should do our duties without worrying about the results. We enjoyed the show very much. Then our teachers announced that it was time for the journey back home. It was really an entertaining, informative and memorable experience for all of us.
Word Meaning in Context

<table>
<thead>
<tr>
<th>curiously</th>
<th>eagerly</th>
<th>उत्सुकता से</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheerfully</td>
<td>happily</td>
<td>खुशी से</td>
</tr>
<tr>
<td>accompany</td>
<td>go along with</td>
<td>साथ में जाना</td>
</tr>
<tr>
<td>fascinated</td>
<td>charmed</td>
<td>आकस्मिक हुए</td>
</tr>
<tr>
<td>panorama</td>
<td>a wide view</td>
<td>दृश्यावली</td>
</tr>
<tr>
<td>chanting</td>
<td>recitation</td>
<td>जाप</td>
</tr>
<tr>
<td>chariot</td>
<td>a type of transport used in the olden days</td>
<td>रथ</td>
</tr>
<tr>
<td>litter</td>
<td>garbage</td>
<td>कच्चा</td>
</tr>
<tr>
<td>folk</td>
<td>traditional</td>
<td>पारंपरिक</td>
</tr>
<tr>
<td>planetarium</td>
<td>a building containing images of night sky</td>
<td>तारामंडल संग्रहालय</td>
</tr>
<tr>
<td>glimpses</td>
<td>short views</td>
<td>झलक</td>
</tr>
<tr>
<td>preached</td>
<td>taught</td>
<td>उपदेश दिया</td>
</tr>
<tr>
<td>memorable</td>
<td>worth remembering</td>
<td>यादगार</td>
</tr>
</tbody>
</table>

Comprehension

I. Tick (√) the statements that are true and cross (x) those that are false.

1. The children looked curiously towards the teacher because he gave them a good news about the trip. [x]
2. All children participated in antakshari. [ ]
3. All children were excited as soon as they saw the Gita Dwar. [ ]
4. The children visited Sri Krishna Museum after Brahma Sarovar. [x]
5. The children enjoyed The Light and Sound Show before it got dark. [ ]

II. Answer the following questions.

1. Pick out the word from the lesson that describes the mood of the children when they boarded the bus.
2. What did the children see in Kurukshetra Panorama and Science Centre?
3. Where did the children learn about objects of art?
4. When did the children feel that they were in space?
5. Where did Lord Krishna preach Arjuna the Bhagavad Gita?
6. What does the Bhagavad Gita teach us?

Vocabulary

I. Here is a list of the things (in the Help Box) that you may require while going on a trip. Separate them and put them under appropriate columns. You can add more items to each column.

<table>
<thead>
<tr>
<th>Help Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>ketchup</td>
</tr>
<tr>
<td>salt and pepper</td>
</tr>
<tr>
<td>knife</td>
</tr>
<tr>
<td>serving tongs and spoons</td>
</tr>
<tr>
<td>disposable cups and plates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food and Beverages</th>
<th>Tableware</th>
<th>Cleanup</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

II. Make nouns from the following verbs by adding appropriate suffixes and use them in your own sentences. One has been done for you.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemble</td>
<td>assembly</td>
<td>I delivered a speech in the morning assembly.</td>
</tr>
<tr>
<td>Attend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fascinate</td>
<td></td>
<td></td>
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<tr>
<td>Imagine</td>
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<td></td>
</tr>
</tbody>
</table>
III. Look at the following words.

<table>
<thead>
<tr>
<th>Word</th>
<th>tall</th>
<th>near</th>
<th>high</th>
<th>big</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opposite (antonym)</td>
<td>short</td>
<td>far</td>
<td>low</td>
<td>small</td>
</tr>
</tbody>
</table>

Tick (✓) in each row the opposite (antonym) of the words in bold.

<table>
<thead>
<tr>
<th>more</th>
<th>less, a lot, many</th>
</tr>
</thead>
<tbody>
<tr>
<td>alive</td>
<td>asleep, dead, death, sick</td>
</tr>
<tr>
<td>loud</td>
<td>soft, quite, quiet, noisy</td>
</tr>
<tr>
<td>happy</td>
<td>glad, ugly, difficult, sad</td>
</tr>
<tr>
<td>always</td>
<td>sometime, never, accordingly</td>
</tr>
<tr>
<td>buy</td>
<td>take, sell, bring, lend</td>
</tr>
<tr>
<td>better</td>
<td>bad, worse, good, worst</td>
</tr>
<tr>
<td>ugly</td>
<td>easy, beautiful, safe, pleasant</td>
</tr>
<tr>
<td>cold</td>
<td>warm, hot, cooler</td>
</tr>
</tbody>
</table>

Grammar

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

1. All of us became attentive and looked curiously towards him.
2. The whole class clapped cheerfully.
3. We boarded the bus joyfully.

The words ‘curiously, cheerfully and joyfully’ tell the manner in which actions ‘looked, clapped and boarded’ took place. The words in bold are adverbs and the words in italics are verbs. One of the features of these adverbs is that most often they end with ‘-ly’.

Fill in the blanks with adverbs made from the adjectives given in the

---
brackets.

1. He speaks very _______________. (polite)
2. I always do my work _______________. (careful)
3. Mala solved the sum _______________. (easy)
4. The car moved _______________. (swift)
5. My friend reads _______________. (quick)
6. The children came back home _______________. (happy)

II. **Read the following sentences.**

1. As we moved further through the gate, we were filled with excitement.
2. As soon as the bus stopped, we hurriedly got off the bus.

The above sentences are formed by joining the following sentences.

1. We moved further through the gate. We were filled with excitement.
2. The bus stopped. We hurriedly got off the bus.

As you can see, sentence 1 has been joined by adding ‘As’ at the beginning, and sentence 2 has been joined by adding ‘As soon as’. Sentences can also be joined by adding if, because, when, so etc.

**Complete the following sentences.**

1. As the school bell rang, _________________________________.
2. We stopped playing as soon as _________________________________.
3. As soon as I opened the gate, _________________________________.
4. As Sonu does yoga everyday, _________________________________.
5. If it rains heavily, _________________________________.

99
6. I could not take the examination because _______________________.

7. When the bus stopped, ________________________________.

8. It’s Mohit’s birthday today so ________________________________.

**Listening and Speaking**

**Work in pairs**

**Role play the following conversation.**

**Rajni** : Seema! Let’s go out to play.

**Seema** : Not now! I’m doing my homework.

**Rajni** : You can do it later. Let’s go and play.

**Seema** : Sorry. I’d like to do my work first.

**Rajni** : You won’t get a medal for it.

**Seema** : My grandfather has taught me ‘Work is worship’. I don’t care whether I get any reward for the work I do.

**Rajni** : Are you joining me or not?

**Seema** : Of course, I’ll, but only after completing my homework.

**Writing**

I. You may have visited some places with members of your family. Write a description of the visit including the following points.

- When you went
- Scenes on the way
- Time spent
- Things you saw after reaching there
- Vehicle used
- Things you purchased
- Your overall experience
II. Yoga is very good for health. Yoga is not just a series of poses. It is loving, caring, sharing and growing. It is a lifelong practice. You should do yoga daily in the morning under the guidance of an expert teacher. Write the benefits of Yoga in the space given below.

Some of the benefits are listed below.

- helps in developing brain
- builds confidence
- develops independent thinking
Follow Up

Here is some information about a planetarium and museum.

- A **planetarium** is a building showing images of night sky.
- A **museum** is a building used to store and show the ancient objects of interest and significance.

Similarly, find out information about the following:

aquarium, gymnasium, stadium,
Pre Reading

- Have you ever met a person who doesn’t know how to read and write?
- What are the problems he/she may face due to his/her inability to read and write?

Reading

One day, an old woman got a letter from her son. The son lived far away. The old woman could not read. So, she waited in front of her house. “When I see someone, I will call him. Then he will read the letter for me.”

Soon, a warrior came. The old woman called him and gave him the letter. “Please read this letter for me.” The warrior took the letter and looked at it. Tears welled up in his eyes. He began to cry bitterly.
The old woman was shocked. “Is something wrong with my son? How is he?” she began to ask.

But the warrior did not answer. He only cried more. Now the old woman was worried. “I am sure, I am sure! Something dreadful has happened to my son.” She began to cry too.

A little later, a pedlar came by. He saw the two crying. He sat next to them and joined in their crying.

Next, a man came around. He saw the three of them crying loudly. “What’s the matter?” he asked.

The pedlar was the first to answer. “Just a year ago, I set out to sell some earthen pots. But alas, it was a bad day in my life. All my valuable pots broke that day. I wanted to cry then, but could not. I had to get new pots, sell them and make up for my loss. I was very busy then and had no time to cry. So I decided to cry later.

“Just now I saw these two crying. Then suddenly I remembered that I, too, had to cry. I decided to do it now. That’s why I cry.”
Then the old woman said, “I got a letter from my son. I gave it to this warrior. He looked at it and began to cry. There’s some sad news in the letter, I am sure. That’s why I cry.”

At last, the warrior opened his mouth, “To tell the truth, I did not study well when I was young. I cannot read this letter. I am so ashamed of myself. That’s why I cry.”

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>warrior</th>
<th>soldier</th>
<th>सैनिक, योद्धा</th>
</tr>
</thead>
<tbody>
<tr>
<td>welled up</td>
<td>to fill up, gush with something</td>
<td>मर आना</td>
</tr>
<tr>
<td>bitterly</td>
<td>extremely</td>
<td>फूंफूं कर, जोर से</td>
</tr>
<tr>
<td>shocked</td>
<td>a sudden or violent disturbance of mind</td>
<td>आघात लगा</td>
</tr>
<tr>
<td>dreadful</td>
<td>fearful</td>
<td>डरावना, भयानक</td>
</tr>
<tr>
<td>pedlar</td>
<td>a person who travels from place to place about selling things, hawker</td>
<td>फेरीवाला</td>
</tr>
<tr>
<td>decided</td>
<td>make up one’s mind</td>
<td>निर्णय किया</td>
</tr>
<tr>
<td>ashamed</td>
<td>feeling shame</td>
<td>लजिल, शर्मिला</td>
</tr>
</tbody>
</table>

**Comprehension**

I. **Answer the following questions.**

1. What did the old woman get one day?
2. To whom did the old woman give the letter to read?
3. Why was the old woman shocked?
4. Who came after the warrior?
5. What thing did the pedlar use to sell?
6. Why was the warrior ashamed of himself?
II. Read the following statements. Write T for true and F for false in the boxes.

1. The old woman got a letter from her son. 
2. The warrior read the letter. 
3. The pedlar started to laugh. 
4. The pedlar set out to sell earthen pots. 
5. The warrior was illiterate.

Vocabulary

I. Fill in the blanks choosing the words given in the box.

<table>
<thead>
<tr>
<th>instead of</th>
<th>always</th>
<th>sure</th>
<th>grateful</th>
</tr>
</thead>
<tbody>
<tr>
<td>makes up</td>
<td>amused</td>
<td>shocked</td>
<td></td>
</tr>
</tbody>
</table>

1. Rohan __________________ gets up early in the morning.
2. No one takes interest in him as he always __________________ fake stories.
3. I am __________________ to you for your kind favour.
4. They spend all their time playing __________________ studying.
5. He was __________________ of his success.
6. Children were __________________ by the magic tricks.
7. I was __________________ at his poor performance.

II. A person who fights for his country is called a **warrior**.

A person who travels from place to place selling things is called a **pedlar**.
Read the clues given below and write who these people are in the crossword.

Across →
2. A person who acts in a play or film.
6. A person who sells and arranges flowers.
10. A person who fights wars for one’s country.
11. A person who dry cleans clothes.

Down ↓
1. A person who clicks photographs.
3. A person who designs buildings.
4. A person who installs taps and water pipes.
5. A person who mends shoes.
7. A person who treats patients.
8. A person who makes or repairs houses/buildings.
9. A person who sells household items and foodstuffs.
III. Sad is the opposite of happy.

Write the opposites of the following words.

old _____________ enemy _____________
a few _____________ active _____________
hate _____________ agree _____________
previous _____________ idle _____________

IV. Complete the following sentences using the opposites of the underlined words.

1. He _____________ vegetables from farmers at cheaper rates and sells them in the market at higher rates.
2. Ali Baba was poor but he became _____________ after he found the magic cave.
3. Rinki is always late for school but _____________ late for meals.
4. In this house all the bedrooms are downstairs and the drawing and dining rooms are _____________.
5. In spring, the days are often warm but the nights can be _____________.

Grammar

I. Read the following sentences carefully.

1. I go to the temple in the morning.
2. He didn’t talk to me yesterday.
3. We always go for morning walks together.
4. They often meet in the park but sometimes they go to a restaurant.
The words in bold are **adverbs**. ‘Morning’ and ‘yesterday’ are adverbs of time because they tell us when the action takes place. ‘Always’ ‘often’ and ‘sometimes’ are **adverbs of frequency** because they talk about how often the action takes place.

**Look at the following pictures to get a better idea of adverbs of frequency.**

Anil *always* eats oranges.

Anil *usually* eats oranges.

Anil *often* eats oranges.

Anil *sometimes* eats oranges.

Anil *seldom* eats oranges.

Anil *never* eats oranges.
Read the following sentences and underline the adverbs. Now separate them as adverbs of time and adverbs of frequency in the table given below.

1. She usually gets up at 5 o’ clock in the morning.
2. He always rides a black horse.
3. Sheetal sometimes goes for shopping in the evenings.
4. Usha doesn’t have much extra money, so she rarely goes to movies in the city.
5. They seldom watch T.V. because they like doing activities outside.
6. She won the best athlete award yesterday.
7. I will see you soon.
8. He always speaks the truth.
9. Gopal has already done his homework.
10. David never misses his breakfast.

<table>
<thead>
<tr>
<th>Adverbs of time</th>
<th>Adverbs of frequency</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

II. Read the following passage carefully and look at the words in bold.

Raj Kumar lived with his wife Hema and his children in a village near Hoshiarpur. He was a young man but never took interest in reading and
writing. Two or three days a week he went to town and did some odd jobs. The rest of the time he watched T.V. and gossip with his friends.

The words in bold are called **prepositions**. They always come before a noun/ noun phrase/ pronoun.

**Prepositions** are words used to show the relationship of a noun or a pronoun to another word in a sentence. They can be called **place words** because they tell us the **position of things**.

**Fill in the blanks using the correct prepositions from the box.**

<table>
<thead>
<tr>
<th>above</th>
<th>under</th>
<th>up</th>
<th>down</th>
<th>around</th>
<th>between</th>
<th>in</th>
<th>beside</th>
</tr>
</thead>
</table>

1. The students are sitting ______ the classroom.
2. The baby came and sat ______ her mother.
3. Those who are ______ eighteen cannot take part in the competition.
4. Hold the pencil ______ the thumb and forefinger.
Ask students to tell what they would do in the following situations.

1. Suppose you are going to school, you see an old man holding a letter in his hand and is unable to read it.

2. Suppose you are alone in your house, an unknown person throws a paper written in some other language you don’t know.

3. Suppose you are playing with your friends, suddenly one of them hurts his leg badly.
I. The old woman could not read the letter. There are many things that you can do and many things you cannot do. Write in the appropriate columns the things that you can do or cannot do. Choose the activities from the help box.

<table>
<thead>
<tr>
<th>Things you can do</th>
<th>Things you cannot do</th>
</tr>
</thead>
<tbody>
<tr>
<td>read English newspaper</td>
<td>write a message</td>
</tr>
<tr>
<td>draw a picture</td>
<td>make a paper doll</td>
</tr>
<tr>
<td>make a poster</td>
<td>speak English</td>
</tr>
<tr>
<td>solve puzzles</td>
<td>sing a song</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can ...</th>
<th>I cannot ...</th>
</tr>
</thead>
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II. In the story “The Three Cries” the old woman, the warrior and the pedlar couldn’t read the letter. It led to a funny situation. Think about any other situation which may occur due to illiteracy of a person. Write it in the space provided.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Follow Up

Make a poster on ‘Education For All.”
The Unlucky Face

Pre Reading

- Why do you think the man looks angry?
- If you were in the man’s position, how would you react?
- Have you ever heard about lucky/unlucky things? If yes, can you name these lucky and unlucky things/ actions?
There lived a merchant called Hirachand in Delhi. It was said that anyone who saw his face early in the morning would go without food that day. Akbar heard about Hirachand. Hirachand was asked to see him. Akbar wanted to know whether the story about Hirachand was true.

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

The royal doctor was sent for.

The doctor said to Akbar, ‘Please take rest and do not eat anything for the day. This will help the cramps go away.’
“But I haven’t eaten anything yet,” said Akbar.

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

“Hirachand’s face”, said Akbar. “I shall have him put to death because he has made me suffer.”

This news reached Hirachand. Hirachand was shocked to hear this and he fell on the emperor’s feet and begged for mercy. “How can my wife and children live without me? he pleaded to Akbar. But Akbar would not listen to any word that Hirachand uttered. The guard was summoned and Hirachand was immediately dragged off to prison.

Poor Hirachand wailed aloud and begged the guard to find a way to set him free. “I can’t think of anything that I can do,” said the guard who felt very sorry for Hirchand. “If the emperor finds out that I have disobeyed his orders, I’ll be punished too.”
Suddenly the guard had an idea. “Let’s call Birbal,” he said. “He is the only one who can save you.”

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

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

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

“Yes,” said Akbar.

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

“Someone has taught you to say this,” said Akbar guessing at once who it was.
“Impossible,” said Hirachand, “I don’t know anyone here.”

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

Hirachand confessed that he had met Birbal.

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

**Word Meaning in Context**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cramps</td>
<td>sudden strong muscular pain</td>
<td>जकड़न / खिंचाव</td>
</tr>
<tr>
<td>wailed</td>
<td>cried</td>
<td>चिल्लाया</td>
</tr>
<tr>
<td>shocked</td>
<td>looked sad or upset</td>
<td>अचम्भित / हैरान</td>
</tr>
<tr>
<td>consoled</td>
<td>made (him) feel less sad</td>
<td>सांत्वना दी</td>
</tr>
<tr>
<td>executioner</td>
<td>a person who has the job of killing criminals</td>
<td>जल्लाद</td>
</tr>
<tr>
<td>summoned</td>
<td>sent for</td>
<td>बुलाया</td>
</tr>
<tr>
<td>innocent</td>
<td>free from guilt</td>
<td>मासूम, निर्दोष</td>
</tr>
<tr>
<td>immediately</td>
<td>soon/at once</td>
<td>शीघ्र, तुरंत</td>
</tr>
<tr>
<td>dragged</td>
<td>pulled with difficulty</td>
<td>खींचा</td>
</tr>
</tbody>
</table>

**Comprehension**

I. **Answer the following questions**

1. What did people believe about Hirachand?
2. What made Akbar feel sick?
3. Why was Akbar angry with Hirachand?
4. What punishment was given to Hirachand? Do you think it was right?
5. Who saved Hirachand?
II. Complete the following sentences by choosing the appropriate option.

1. The doctor was called _____________
   a. to examine Akbar.  
   b. to examine the Queen.

2. Akbar ordered a fresh meal because _____________
   a. his meal was not tasty.  
   b. his meal had got cold.

3. Akbar fell ill because _____________
   a. he hadn’t eaten anything the whole morning. 
   b. he had seen Hirachand's face.

4. Hirachand’s last wish was _____________
   a. to see Birbal.  
   b. to see Akbar.

Vocabulary

I. Read the following sentence from the story.

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

In this sentence the words in bold (‘anyone’ and ‘without’) are formed by joining two words.

any + one = anyone  
with + out = without

These are called compound words.

Now form compound words by using words from the box.

<table>
<thead>
<tr>
<th>wash</th>
<th>made</th>
<th>wide</th>
<th>table</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>hood</td>
<td>thing</td>
<td>lines</td>
<td></td>
</tr>
</tbody>
</table>

head_________  
home_________  
world_________

pass_________  
child_________  
any_________  
white_________  
time_________  
evry_________
II. Make as many compound words as you can by combining words from the box. One has been done for you.

<table>
<thead>
<tr>
<th>news</th>
<th>brush</th>
<th>some</th>
<th>time</th>
<th>where</th>
<th>tooth</th>
<th>father</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>any</td>
<td>talk</td>
<td>key</td>
<td>one</td>
<td>how</td>
<td>son</td>
</tr>
<tr>
<td>grand</td>
<td>ever</td>
<td>daughter</td>
<td>board</td>
<td>paper</td>
<td>thing</td>
<td></td>
</tr>
</tbody>
</table>

newspaper _______ _______ _______ _______

_______ _______ _______ _______

_______ _______ _______ _______

III. Read the following words.

- disobey
- impossible
- unlucky

They begin with prefixes ‘dis’, ‘im’ and ‘un’ as shown below.

- dis + obey
- im + possible
- un + lucky

Make the opposites of the following words by adding appropriate prefixes. Put them in the appropriate columns.

<table>
<thead>
<tr>
<th>connect</th>
<th>proper</th>
<th>honest</th>
<th>happy</th>
<th>mortal</th>
<th>known</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>balance</td>
<td>able</td>
<td>perfect</td>
<td>clean</td>
<td>grace</td>
<td>moral</td>
<td>appear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dis</th>
<th>im</th>
<th>un</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here are some more prefixes that are used to make opposites: ‘in-‘, ‘ir-‘, ‘il-’

Examples:

- incorrect, incomplete, invisible
- irregular, irresponsible, irrelevant
- illegal, illiterate, illegible
Fill in the blanks with the opposite forms of the adjectives given in brackets.

1. Mandeep is weak in studies because he is _______________ (regular)
in class.

2. Don’t leave your work _______________ (complete).

3. The teacher advised the child to improve his writing because it was
_______________ (legible).

4. No one trusts a _______________ (honest) person.

5. I’m ________________ (able) to come to school today because of my
sickness.

6. If you work hard, nothing is _______________ (possible).

IV. Write words with the same sound but different in meaning and spelling.
One has been done for you.

whole _________ new _________ would _________
berth _________ see _________ off _________
fair _________ heal _________ so _________
know _________ made _________ maid _________
by _________ sent _________ sail _________

Grammar

I. Read the sentence.

‘Let’s call Birbal.’

Here ‘let’s …………..’ has been used to make ‘a suggestion’ that they should
call Birbal.

‘Let’s’ is always followed by a verb in the first form. In the above example,
let’s is followed by the verb ‘call’. So we can have

• ‘Let’s play’ to express the suggestion to play.
• ‘Let’s work’ to express the suggestion to work.
Read the following statements. Then fill in the gaps with the suggestions. Use the chunk ‘Let’s’.

For example:

1. Rajesh suggests to Rohit that they should go for a picnic.
   He says to Rohit, “Let’s go for a picnic.”

2. Mala suggests to her mother that they should go to market.
   She says to her mother, “____________________________.”

3. Ravi proposes to his friends that they should plant trees.
   He says to his friends, “____________________________.”

4. Mary wants to prepare dinner with Tom.
   She says to Tom, “____________________________.”

5. Javed wants to watch a movie with his friends.
   He says to his friends, “____________________________.”

6. Tara wants to play in the rain with her friends.
   She says to her friends, “____________________________.”

II. Make sentences using the chunk ‘Let’s’ and the verbs given in the brackets. One has been done for you.

1. It is morning. (go)
   ________________

   *Let’s go for a walk.*

2. The sun has set. (go)
   ________________

3. The train is whistling. (run)
   ________________

4. The examination is drawing near. (work)
   ________________
5. It’s fine day. (enjoy)

6. It’s going to rain. (return)

III. **Put the spoken words in inverted commas.**

1. The teacher said, Sit down.
2. The boy said, I can run faster than any other boy.
3. Let’s hide behind this bush, said Ramesh.
4. My father will go to Mumbai tomorrow, said he.
5. Lovely fresh cabbages! shouted the man.

**Listening and Speaking**

**Work in pairs and role play the conversation between Shalu and Sheela.**

**Shalu** : Hello Sheela! You’re looking very happy today.

**Sheela** : Oh, yes! You see, I’ve something in my hand. Can you guess what it is?

**Shalu** : Let me try. It should not be difficult for me. Hmmm! Is it something to eat?

**Sheela** : No.

**Shalu** : Then, it should be a new sharpner.

**Sheela** : You’ll have to guess again.

**Shalu** : Please don’t puzzle me anymore. Tell me now quickly.

**Sheela** : It means you have failed. OK. Let me show it to you.

**Shalu** : It’s a locket.

**Sheela** : Yes. It’s a locket. It has magical powers. Now I’ll always top the class. I won’t need to study.
Shalu : But my teacher told us that only hard work makes us successful. I don’t think that this locket will help you. You better work hard rather than depend on luck.

Sheela : Yes, I agree with you. I’d follow your advice and work hard.

**Writing**

I. Akbar fell sick because he did not eat on time. Write in your notebook some Do’s and Don’ts for good eating habits. One has been given for you.

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Always wash your hands before eating anything.</td>
<td>Don’t over eat.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

II. People write a diary for some of the following reasons.

- To develop creativity
- To develop new ideas or thoughts
- To keep themselves emotionally healthy
- To keep a record of what happened and when

Write a diary of what all happened to you during the last twenty four hours. You may focus on the following points:

- What you did
- Whom you met
- What happened and when
Follow Up

Tell students that some of the people believe that their work will not get done if a cat crosses their way, or somebody sneezes when they are about to leave for work.

These are baseless beliefs because they are not based on any sound reasons. Such beliefs are called superstitions.

- Ask your parents/grandparents to narrate some stories/folk tales about superstitions. Share these stories with your classmates. Make a list of such stories narrated in the class.
Q.1 Answer the following questions. (Do any four.)

a. What does the Bhagavad Gita teach us?

b. Where did Lord Krishna preach Arjuna the Bhagavad Gita?

c. What did the old woman get one day?

d. What things did the pedlar sell?

e. What did people believe about Hirachand?

f. Who saved Hirachand?

Q.2 Write opposites of the following words by using prefixes (dis-, un-, im-).

connect _______________ happy _______________

balance _______________ perfect _______________

able _______________ known _______________

kind _______________ mortal _______________

Q.3 Read the descriptions and guess the names of the following persons.

1. A person who acts in a play or film. _______________

2. A person who clicks photographs. _______________
3. A person who mends shoes.

4. A person who treats patients.

Q.4 Circle adjectives in the following paragraph.

It was a beautiful morning. After attending the morning assembly, while we all were sitting in the classroom, our class teacher entered with smiling face. All of us became attentive and looked curiously towards him. He said, “Here is a piece of good news for all of you. This Sunday we are going to visit Kurukshetra”. On hearing this, the whole class clapped cheerfully.

Q.5 You may have visited some places with members of your family. Write a description of your visit focusing on the following points.

• When you went
• Vehicle used
• Scenes on the way
• Things you saw after reaching there
Pre Reading

- Do you recognize these famous persons?
- Can you tell their names and the position they held?
- What do you know about Dr. A.P.J. Abdul Kalam?

Reading

I lived on the mosque street in Rameswaram, a city famous for its Shiva temple. Every evening on my way home from the mosque, I would linger near the temple. I always felt like a stranger here as the temple goers stared suspiciously at me. They probably wondered what a Muslim boy was doing in front of the temple. The truth was that I loved to listen to the rhythmic chanting of the mantras, though I never understood a word. There was a strange magic in them.

Of course, something else led me there. My best friend, Ramanadha Sastry was the son of the head priest. He sat beside his father at this hour, reciting hymns. Ram would steal a smiling glance at me from time to time.
At school, Ram and I always sat together on the first bench of our classroom. We were like brothers. However, being a Hindu priest’s son, he wore a sacred thread, while my white cap marked me as a Muslim.

One day, when we were in the fifth standard, a new teacher came to our class. He looked strict. He went around the class tapping his cane on his palm and stopped before us. “You, the one in the white cap, how dare you sit beside the temple priest’s son!” He shouted, “Go, sit on the last bench.”

I felt hurt. With tears in my eyes, I picked up my books and shifted to the last row. Ram and I wept together silently after the school. We thought we would not be allowed to be friends anymore. When I reached home that day, my father looked at me and asked, “Were you crying.... what’s wrong, son?” I recounted the whole incident to my father while Ram also told his family the same story.

Early the next morning, Ram came running to our house and said, “Father has asked you to come to our house immediately.” I was terrified. I thought I was in for some more trouble. We hurried back to Ram’s house.
My heart skipped a beat when I saw our new teacher standing there. “In the light of our discussion, apologize to Kalam here,” said Ram’s father with a stern face. I couldn’t believe what I had just heard! The head priest was asking the teacher to apologize to me. “No child is less than another in God’s eyes. It is your duty as a teacher to help students live in harmony in spite of the differences in their background. You can no longer teach in this school,” he said.

Our teacher immediately asked me to forgive him. He hugged me and said, “I am sorry, Kalam. I have learnt an important lesson in life today.” Ram’s father saw that the teacher sincerely regretted his behaviour and permitted him to continue teaching. From that day on, Ram and I sat together proudly on the front bench. We have remained the best of friends ever since.
Word Meaning in Context

linger stay for a long time  तहरना

stared looked with the eyes wide open  घूरा, एकटक देखा

suspiciously doubtfully  संदेह से

probably most likely  साम्भवतः

chanting singing  गुनगुनालेहुए
hymns songs in praise of God/religious songs  भजन

glance look  झळक

recounted told in detail  विस्तारपूर्वक बताया

incident an event  घटना

immediately at once  तत्काल, तुरंत
terrified feared  भयमीत
discussion talking about something  चर्चा
apologize saying sorry  नाफी मांगना
stern strict  सख्त

harmony peace  शांति
hugged embraced  गले लगाया

Comprehension

I. Fill in each blank with the correct option.

1. Kalam lived on ___________________ in Rameswaram.
   a. temple street  
   b. church street  
   c. mosque street

2. Ramanadha Sastry was the son of ___________________.
   a. a cloth merchant  
   b. a head priest  
   c. a teacher

3. “No child is less than another in God’s eyes.” ___________________. said these words.
   a. the teacher  
   b. the head priest  
   c. Kalam’s father
II. Answer the following questions.

1. What is Rameswaram famous for?
2. Who is ‘I’ in this lesson?
3. Why did young Kalam love to listen to the rhythmic chanting of the mantras?
4. Who was Ramanadha Sastry?
5. Why was the new teacher angry with the young Kalam?
6. Why did the head priest forgive the new teacher?

Vocabulary

I. Given in the box are some words that refer to qualities of persons. Which five qualities of the following do your friends have? Write them in the boxes given below.

disciplined  tidy  honest  punctual  jealous
polite  rude  faithful  obedient  shy
truant  bully  stubborn  hardworking  sincere
confident  kind  selfish  helpful  naughty

<table>
<thead>
<tr>
<th>Qualities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
II. Fill in the blanks with correct words given in the brackets. One has been done for you.

The road in hilly areas is narrow. (rode/road)

1. I want to _________ some fruits. (bye/buy)
2. The wind _________ fast. (blue/blew)
3. The _________ was very deep. (see/sea)
4. The shopkeeper put the shoes on _________ (sail/sale)
5. They are going to _________ in November. (marry/merry)
6. He had _________ in his arm. (pain/pane)
7. She has forgotten the date of her __________. (berth/birth)
8. My grandmother told me an interesting _________ . (story/storey)

III. Write down the missing letters and complete the words. One has been done for you.

m __ s q __ e
s__h__ol
st__an__ __r
ch__n__ing
pr__e__t
sa__r__d
i__med__a__ely
dis__u__ __i__n
ap__l__g__ze
sus__ic__o__s

Grammar

Read the following sentences:

1. I lived on the mosque street.
2. I loved to listen to the rhythmic chanting of mantras.
3. He wore a sacred thread.
4. He went around the class.
All the above sentences are positive sentences of simple past tense. If we change these sentences into negative, we use did not + 1st form of verb.

1. I did not live on the mosque street.
2. He did not wear a scared thread.
3. He did not go around the class.
4. I did not pick my books.

I. Now change the positive sentences given below into negative.

1. Tinu played in the garden.
   ___________________________________________________________
2. Rohit worked very hard yesterday.
   ___________________________________________________________
3. Aryan listened to a song.
   ___________________________________________________________
4. The ball fell into a well.
   ___________________________________________________________
5. The artist made a beautiful portrait.
   ___________________________________________________________

II. Now make as many questions as you can on the above statements. One has been done for you.

1. Tinu played in the garden.
   
   Who played in the garden?
   
   Where did Tinu play?
   
   What did Tinu do in the garden?
2. Rohit worked very hard yesterday.
   
   ___________________________________________________________
III. Read the sentences given below.

1. I do not have any money.
2. Hemant did not talk to his friend yesterday.
3. She does not tell a lie.
4. There is no cloud in the sky.
5. I cannot solve this sum.

Here the words in bold show that these are negative sentences.

Now add the words to the sentences given below to make them negative.

1. I ____________ have an apple for lunch.
2. She ____________ have time to clean her room.
3. The children ____________ want to go to the park today.
4. There is ____________ space in the cupboard.
5. I ____________ lift this heavy box.
6. She ____________ speak English.
7. Rahul ____________ go to school yesterday.
8. I ____________ know anything about the accident.
IV. Complete the table given below. One has been done for you.

<table>
<thead>
<tr>
<th>Positive form</th>
<th>Negative form</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>do not</td>
<td>don’t</td>
</tr>
<tr>
<td>is</td>
<td></td>
<td>isn’t</td>
</tr>
<tr>
<td></td>
<td>was not</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td></td>
<td>didn’t</td>
</tr>
<tr>
<td>would</td>
<td>has not</td>
<td>hasn’t</td>
</tr>
</tbody>
</table>

**Listening and Speaking**

I. Listen to the poem recited by the teacher and then recite it in groups.

Thank you for being,  
my teacher and friend.  
A really big hug,  
I wish to extend.

Teaching is your talent,  
you know how to explain.  
You do so much,  
yet don’t expect fame.

Thank you for all those,  
stories and tales.  
Capturing my interest,  
this never fails.
II. **Listen to your teacher and complete the following.**

The teachers teach students most _______________ and _______________ and love them as their own _______________. We owe them more than our parents. _______________ bring us up and give us food and drink for our _______________, but teachers enlighten our hearts with _______________ and remove all sorts of ignorance. The _______________ that we do at schools and colleges _______________ the foundation of _______________ character.

**Writing**

**Read the following biographical sketch of Dr. Kalpana Chawla based on the information given in the box below.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Kalpana Chawla, Indian American Astronaut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born</td>
<td>March 17, 1962, Karnal, Haryana</td>
</tr>
<tr>
<td>Education</td>
<td>Schooling- Tagore Bal Niketan, Karnal</td>
</tr>
<tr>
<td>Degree</td>
<td>Punjab Engineering College- Chandigarh in 1982 Ph.D from USA</td>
</tr>
</tbody>
</table>

**Kalpana Chawla was the first Indian-American astronaut and first Indian woman who went into space. She was born on March 17, 1962 at Karnal in Haryana. She studied at Tagore Bal Niketan school, Karnal and later she completed her degree in 1982 from Punjab Engineering College, Chandigarh. Then, she moved to the USA and completed her Ph.D in Aerospace Engineering in 1998.**
Given below is the information about the life of Dr. A.P.J. Abdul Kalam. Write in your words a biographical sketch based on the information given to you.

<table>
<thead>
<tr>
<th>Name</th>
<th>A.P.J. Abdul Kalam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born</td>
<td>October 1931, Rameswaram, Tamil Nadu</td>
</tr>
<tr>
<td>Education</td>
<td>Schwartz High school, Graduated from St. Joseph College, Tiruchirapalli</td>
</tr>
<tr>
<td>Career</td>
<td>Joined DRDO as a scientist. Joined ISRO in 1969</td>
</tr>
<tr>
<td>Political life</td>
<td>President of India from 2002 to 2007</td>
</tr>
<tr>
<td>Title</td>
<td>Missile Man of India</td>
</tr>
<tr>
<td>Award</td>
<td>Bharat Ratna</td>
</tr>
<tr>
<td>Died</td>
<td>27 July 2015</td>
</tr>
</tbody>
</table>
II. Look at the pictures given below and complete the story based on these pictures. You may use words from the box.

| opposite side | problem | move back | ready | fighting |

Once there was a stream flowing through a forest. There was a narrow wooden log across the stream. Only one person could cross it at a time.

One day a goat was going across the log. ____________________________.

__________________________________________________________________.

When both reached the middle of the log, ____________________________.

Both of them wanted to cross the log first. ____________________________.

__________________________________________________________________.

They fell down in the stream.

Follow Up

When and why is Teacher’s Day celebrated? Discuss it in your class.
Pre Reading

What do you see in these pictures? Can you name each of these activities?

Have you ever seen anyone doing any of these activities? If yes, where?
Deepak and his uncle are having a discussion about adventure sports.

Uncle : Where’re you, Deepak? I’ve been looking for you.
Deepak : I was playing football, uncle. You know I’m a sportsman.
Uncle : Oh sportsman! Have you ever heard of adventure sports?
Deepak : No... never. What are adventure sports, Uncle?
Uncle : Trekking, rock-climbing and river-rafting are all adventure sports.

Deepak : Uncle, why’re they called adventure sports?
Uncle : That’s because these are hard, dangerous and exciting activities.
Deepak : Oh, yes! That day on T.V. I saw a man climbing a very steep rock using ropes. I thought he would fall down any moment and die.
Uncle : Yes, that can happen. But people do a lot of training before climbing like that.
Deepak : Uncle, last week I saw another very exciting thing on T.V. A man was seen flying like a huge bird among the mountains!
Uncle : That’s hang-gliding. A hang-glider is a very small aircraft without an engine. It has a wing made of cloth or some other material over a frame. The person flying hangs under this frame.
Deepak : It must be wonderful, flying like birds!

Uncle : Of course. There’s another very exciting aero-sport called ballooning.

Deepak : Ballooning? What do you mean? Do grown up people fly balloons?

Uncle : No, no, not that. They do not fly balloons. They fly in huge balloons, filled with hot air.

Deepak : I can’t believe it. How big is the balloon?

Uncle : A balloon is huge, often 30 feet wide and made of special cotton cloth or silk.

Deepak : How do people fly in balloons?

Uncle : It’s filled with a light gas or hot air which makes it rise up in the air. A basket attached to it is meant to carry people along.

Deepak : That must be very exciting! Do you know who was the first person to send a balloon in the air?
Uncle : Yes, certainly. The first men to send a balloon up in the air were two brothers named Joseph and Etienne Montgolfier. They lived in France. It was in June 1783.

Deepak : Did no one go up in that balloon?

Uncle : No, none. The first living beings to be sent up in a balloon were a sheep, a rooster and a duck in the basket attached to a balloon. The first man to go up in a balloon was a Frenchman named Francois de Rozier in October 1783. The balloon was connected to the ground by long guy ropes to keep it from floating away.

Deepak : Why was the balloon connected to the ground?

Uncle : Because Rozier was not very sure how high the balloon would go and how safely it would come down. Some balloons have gone more than 28 miles up. The record for a manned balloon is 21.5 miles, or 1,13,500 feet.

Deepak : Can a balloon go up so high?

Uncle : Yes, the height to which a balloon can climb depends on how light it is. The balloon filled with Hydrogen will climb the highest, because Hydrogen is the lightest gas. But Hydrogen is dangerous as it catches fire easily. The other gas that has been used is Helium, which is heavier than Hydrogen but does not catch fire, and is therefore more safe.

Deepak : Why do people still use balloon when they can go up in aeroplanes?

Uncle : That’s because travelling in a balloon is always very exciting and great fun. Balloon races are held in many countries of the world.

Deepak : Are balloon races held in our country too?

Uncle : Oh, yes. In Delhi a balloon race is held every year. On the day of the race one can see a large number of huge and colourful
balloons floating in the air above the houses and the tall buildings with people standing in the baskets or gondolas, as they are called, looking down upon us.

Deepak : That’s great. I’d love to go up in a balloon!
Uncle : You must. You’ll certainly enjoy doing it.
Deepak : Oh, yes! Thank you, Uncle.

Word Meaning in Context

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>adventure</strong></td>
<td>a hard but enjoyable task</td>
<td>साहसिक</td>
</tr>
<tr>
<td><strong>exciting</strong></td>
<td>thrilling</td>
<td>रोमांचक</td>
</tr>
<tr>
<td><strong>training</strong></td>
<td>special drill</td>
<td>प्रशिक्षण</td>
</tr>
<tr>
<td><strong>huge</strong></td>
<td>very big</td>
<td>विशाल</td>
</tr>
<tr>
<td><strong>material</strong></td>
<td>substance</td>
<td>सामान / पदार्थ</td>
</tr>
</tbody>
</table>
**Comprehension**

**I. Write T for True and F for False statements in the given boxes.**

1. Adventure sports are not dangerous.  
   
2. A special training is needed for adventure sports.  
   
3. Balloons are filled with hot air or a light gas.  
   
4. We do not have a balloon race in our country.  
   
5. Baskets are also called ‘gondolas.’  
   
6. Ballooning is not an aero sport.  

**II. Answer the following questions.**

1. What are adventure sports? Why are they called so?  
   
2. What is a hang-glider?  
   
3. What makes the balloons go up in the air?  
   
4. Who was the first man to go up in a balloon?  
   
I. Match the names of following adventure sports with their pictures.

- skiing
- river rafting
- mountaineering
- sky diving
- motor car racing
- paragliding

II. Read the following sentences.

1. This **wood** can be used to make a table.

2. I **would** like to send him a birthday card.

The words ‘wood’ and ‘would’ have different spellings as well as meanings but their pronunciation is the same. Such words are called **homophones**.
Now use the following pairs of words in your own sentences, as in the example given.

1. one ___________________________________________________ won  ___________________________________________________
2. ours ___________________________________________________ hours ___________________________________________________
3. waist ___________________________________________________ waste  ___________________________________________________
4. fair ___________________________________________________ fare ___________________________________________________
5. two ___________________________________________________ too  ___________________________________________________
6. know ___________________________________________________ no  ___________________________________________________
7. whole ___________________________________________________ hole ___________________________________________________
8. right ___________________________________________________ write  ________________________________________________

II. Here are some nouns and adjectives that describe the city and village life. Separate and write them in the relevant boxes.

<table>
<thead>
<tr>
<th>modern</th>
<th>large</th>
<th>small</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>exciting</td>
<td>beautiful</td>
<td>ugly</td>
<td>boring</td>
</tr>
<tr>
<td>cheap</td>
<td>polluted</td>
<td>elevators</td>
<td>expensive</td>
</tr>
<tr>
<td>quiet</td>
<td>farm houses</td>
<td>skyscrapers</td>
<td>noisy</td>
</tr>
<tr>
<td>calm</td>
<td>huts</td>
<td>bullock carts</td>
<td>crowded</td>
</tr>
<tr>
<td>busy</td>
<td>relaxed</td>
<td>clean</td>
<td>dairies</td>
</tr>
<tr>
<td>malls</td>
<td>wells</td>
<td>ponds</td>
<td>metro rail</td>
</tr>
<tr>
<td>flyovers</td>
<td>subways</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the following questions used in the lesson.

1. **Are** balloon races held in our country too?
2. **Have** you ever heard of adventure sports?
3. **Can** a balloon go up so high?
4. **Do** grown up people fly balloons?
5. **Did** no one go up in that balloon?

Questions 1-5 are called ‘yes/no’ questions. Such questions are formed by putting the verbs or the first part of the verb (helping verb) before the subjects as in questions 1-3 and by putting the helping verbs do/does and did before the subjects as in questions 4-5.

Here is another set of questions.

6. **Where** were you Deepak?
7. **What** are adventure sports, uncle?
8. **Who** was the first person to fly in a balloon?
9. **Why** do people still use balloons?
10. **How** do people fly in balloons?

Questions in 6-10 are called Wh-questions. They begin either with ‘Wh-’ words (what, when, where, which, who, whose, why) or with ‘how’.

**Grammar**
I. Match questions with their answers given below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your uncle a teacher?</td>
<td>It’s Mohan’s.</td>
</tr>
<tr>
<td>2. Are you the class monitor?</td>
<td>On 2nd March 2006</td>
</tr>
<tr>
<td>3. How many pens do you have?</td>
<td>Some toys, please.</td>
</tr>
<tr>
<td>4. What is your father?</td>
<td>I wasn’t well.</td>
</tr>
<tr>
<td>5. What do you want?</td>
<td>She is eight.</td>
</tr>
<tr>
<td>6. Where is your school?</td>
<td>No, he is a shopkeeper.</td>
</tr>
<tr>
<td>7. Whose bike is that?</td>
<td>He is a farmer.</td>
</tr>
<tr>
<td>8. When were you born?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>9. How old is your sister?</td>
<td>Seven.</td>
</tr>
<tr>
<td>10. Why were you absent yesterday?</td>
<td>Behind the temple on the Bank Street.</td>
</tr>
</tbody>
</table>

II. Read the answers given below. Frame questions focusing on the underlined words in the answers. One has been done for you.

Q.1 What did Rani buy yesterday?
Ans: Rani bought a new bicycle yesterday.

Q.2 ________________________________________________________?
Ans: Miss Sunita teaches us English.

Q.3 ________________________________________________________?
Ans: My uncle came to India last month.

Q.4. ________________________________________________________?
Ans: She is my friend Leena

Q.5. ________________________________________________________?
Ans. The grandmother is telling a story.

Q.6. ________________________________________________________?
Ans: They are in the football ground.
Q.7 ________________________________________________________?
Ans: I am doing my homework.

Q.8 ________________________________________________________?
Ans: We ate rajmah-rice yesterday.

III. Read the following sentences.
1. The bus stopped and the man got off.
2. Do you want tea or coffee?
3. He is poor but very honest.

The words in bold are called conjunctions or linking words.
We use ‘and’ for joining similar ideas, actions, things, ‘or’ is used for giving a choice and ‘but’ for contrasting information.

Fill in the blanks with words given in the box.

| but | and | or |

1. The air is fresh _______ cool.
2. My friend is poor _______ intelligent.
3. Follow the traffic rules _______ you will be fined.
4. You _______ your brother has stolen my pen.
5. Balloons are red _______ yellow.
6. Elevators move up _______ down.
7. I want to buy some toys _______ I have no money.
8. He is rich _______ miser.

IV. Pick out nouns and verbs from the paragraph given below and put them in the appropriate columns.

My grandmother and I were great friends. Every morning she got up at 6 a.m. She had her bath and went to the temple situated in our street. After
her prayers, she came back home. She fed the sparrows on the top floor of our house. The sparrows gathered in large number every day.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

**Listening and Speaking**

**Role play**

**Read the following conversation and role play it.**

**Aryan** : Why are you wearing this funny dress, Praveen?

**Praveen** : Aryan, what is funny about it?

**Aryan** : Look at your clothes! They look so tight, and your shoes have wheels. And what’s that you have on your head?

**Praveen** : *(laughs)* Oh, are you talking about this dress? I’m going for my skating class and this is my helmet to save me from injuries.

**Aryan** : Skating?

**Praveen** : Yes, skating. That’s why I’m wearing these roller-skating shoes.

**Aryan** : Where are you going for your skating class?

**Praveen** : I’m going to the ‘Roller Mall’. It has a skating rink.

**Aryan** : Could I come with you to see what you do there?

**Praveen** : Sure, come along. *(They reach the skating rink.)*

**Aryan** : *(amazed)* Oh, so many people moving on the wheels!

**Praveen** : They’re all skaters - gliding on the floor. I wish I could do the same. Will you teach me how to skate?

**Praveen** : Oh yes, whenever you are ready.

**Aryan** : Thanks.
Writing

Given below are some lines on Ballooning:

People fly in huge balloons. A balloon is filled with hot air or light gas. An attached basket carries people in it. It flies high up in the sky and can land back safely on the ground.

I. Write in 2-3 sentences about each of the following adventure sports. Use the guidelines and hints given below with each sport.

- Where it is done.
- Equipments or things that are used with it.
- How it is done.

1. Skiing (skiis, ski boards, worn on feet, ski poles in hand, helmets, snow boots, slopes of snow covered mountains)

2. River rafting (choppy water rivers, paddles, oars, life jackets, inflatable rafts, can carry six people)
3. Mountaineering (high mountains, steep rocks, helmets, backpacks, ropes, waterproof tents, pulleys, compass, wind cheaters, special snow clothes and boots, ice axes, harnesses)

4. Sky diving (jump from sky, a moving aeroplane, formations in the air, parachute, helmet, harness, other protective gear)

5. Hang gliding (flying like a bird in the sky, hang glider, helmet)
II. Write a short paragraph on your favourite game.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Follow Up

Collect some pictures and information on the adventure sports from other sources and have a discussion about them in group.
Q.1  **Answer the following questions. (Attempt any four.)**  
1×4 = 4

a. What is Rameswaram famous for?
b. Who was Ramanadha Sastry?
c. Why was the new teacher angry with the young Kalam?
d. What makes the balloons go up in the air?
e. What are adventure sports?
f. Who was the first man to go up in a balloon?

Q.2  **Use the following pairs of words in your own sentences.**  
1/2×8=4

- waist
- waste
- write
- right
- know
- no
- one
- won
Q.3 Write 4 sentences on ballooning using the words given below.

1×4 = 4

| huge  | hot air  | basket  | high  | land  | safely |

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Q.4 Fill in the blanks with ‘but’, ‘and’, ‘or’.

1×4 = 4

a. The air is fresh ___________ cool.

b. You ___________ your brother has stolen my pen.

c. My friend is poor ___________ intelligent.

d. Follow the traffic rules ___________ you will be fined.

Q.5 Match questions with their answers.

1×4 = 4

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your father?</td>
<td>She is eight years old.</td>
</tr>
<tr>
<td>When were you born?</td>
<td>He is a farmer.</td>
</tr>
<tr>
<td>How old is your sister?</td>
<td>Behind the temple.</td>
</tr>
<tr>
<td>Where is your school?</td>
<td>On 2nd march, 2007</td>
</tr>
</tbody>
</table>
Appendix: Listening and Speaking Texts

For the teacher

- Read each text aloud.
- Repeat the text more than once if students require it.
- Ask students to close the books while they are listening to the text.
- Tell students to answer the questions given in the book.

1. Opening Day!

Page 6

- Listen to the rules of the library.

1. Do not carry bag inside.
2. Maintain silence in the library.
3. Eating and drinking in the library are not allowed.
4. Leave the books on the desk after reading.
5. Do not place the books at the back of the shelf.
6. After choosing the book, get it issued by the librarian.
7. Children can bring notebooks and pen/pencil to take down notes.

2. The Lion King

Page 15

- Listen to the story carefully and answer the questions in the exercise.

Rita loved her dog Sheroo. Every day, Sheroo would go out of the house and come back on its own. But one day he did not come home. Rita looked everywhere for him. Tears rolled down her cheeks. Sheroo was lost. He was nowhere to be found. Rita was crying when she reached home. She got into her bed. All of a sudden something jumped on her. Can you guess who it was? Rita was very happy.
3. **Flying Together**

Listen to a story about a princess.

A little princess lived in a big palace. She had beautiful clothes, lovely toys and best food. In the palace she was always sad. She went to the forest one day. There she heard the sound of the wind. There she saw the clouds passing by, the white flowers and the green grass. She found that everything was beautiful. She laughed and laughed on seeing the beauty of nature. She was not sad any longer.

5. **My Teacher Sees Right through Me**

Listen to the following sentences.

1. I have not completed my homework.
2. Our school has declared a holiday.
3. I don’t find my books.
4. I am not feeling well today.

6. **Alert Rabbit**

Listen to the following announcement.

1. There is flood in Rajasthan. It will affect some villages in Haryana also.
2. Everyone should be prepared with their survival bags.
3. If you see that things are vibrating around you, MOVE OUT OF THE HOUSE! It is the sign of Earthquake.
4. Strong winds are coming from the north; people should shift to stronger buildings for next 2 days at least.
5. Heavy rain in Haryana for next 2 days.
8. **Haryali Teej**

- **Listen to Simran’s account how she celebrated ‘Gurpurab’**.

Today we celebrated *Gurpurab*, the birth of Guru Nanak Dev Ji. I went to the Gurudwara in the morning. I met all my friends and relatives there. Everybody was happy. The ‘*Granthi*’ was reciting verses from the holy Guru Granth Sahib Ji. I offered my prayers and the *Prasad*. The ‘*Granthi*’ blessed me when I bowed before the holy Guru Granth Sahib Ji. For some time I also sat near the ‘*Granthi*’ and recited some of the holy songs of Guru Nanak Dev Ji. After it, I participated in the *langar*. Since it was a holiday, I spent the whole day in Gurudwara. I came back at 5 p.m.

9. **Do Your Best**

- I am soft and very, very light. I help birds fly.
- I am soft and square in shape. I am friends with your hands.
- I am soft and smart. I can see in the dark. I like two things that begin with ‘m’.
- I appear after the rain in the sky. I have seven colours.

**Answers:** 1. feather, 2. handkerchief, 3. cat, 4. rainbow

13. **A Lesson for My Teacher**

- **Listen to the passage and fill in the blanks given in the exercise**.

The teachers teach students most carefully and sincerely and love them as their own children. We owe them more than our parents. Our parents bring us up and give us food and drink for our survival, but teachers enlighten our hearts with knowledge and remove all sorts of ignorance. The study that we do at schools and colleges build the foundation of our character.
<table>
<thead>
<tr>
<th><strong>Mini Dictionary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>
| a bit | adv. a small amount of anything  
| opp. a lot              |
| accompany | v. to go along with |
| adventure | n. something that is exciting and new  
| pl. adventures         |
| advice | n. suggestions to help you decide, what you should do  
| v. advise             |
| afraid | adj. full of fear  
| opp. fearless         |
| along | prep. by the side of, in line with the direction |
| alert | adj. watchful, aware of a danger  
| n. the state of being watchful  
| v. to make aware          |
| amuse | v. to make someone smile or laugh  
| n. amusement            |
| announce | v. to make known publicly, to declare  
| n. announcement         |
| anxious | adj. worried  
| opp. carefree          |
| appear | v. to come into view  
| opp. disappear  
| n. appearance         |
| appliance | n. a household instrument or tool  
| pl. appliances       |
| assemble | v. gather, collect |
| attach | v. to fasten, to join  
<p>| opp. detach             |
| attire | n. dress, clothes |
| <strong>B</strong>               |
| beg | v. asking people for money or food, a polite request |</p>
<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>v. to start something or some work (\textit{opp.} \text{end})</td>
<td>शुरू करना</td>
</tr>
<tr>
<td>behind</td>
<td>prep. at the back of (\textit{opp.} \text{in front of})</td>
<td>के पीछे</td>
</tr>
<tr>
<td>bend</td>
<td>(\textit{n.}) curve or turn (\textit{opp.}) straight</td>
<td>मोड़, झुकना</td>
</tr>
<tr>
<td>beneath</td>
<td>prep. below, underneath (\textit{opp.}) above</td>
<td>नीचे</td>
</tr>
<tr>
<td>benefit</td>
<td>(\textit{n.}) advantage or profit (\textit{pl.}) benefits (\textit{opp.}) loss (\textit{v.}) to gain advantage, to profit from someone or something,</td>
<td>लाभ लाना</td>
</tr>
<tr>
<td>blossom</td>
<td>(\textit{n.}) flowers of a fruit tree (\textit{v.}) to bloom</td>
<td>खिलना, फूल की होना, फूल</td>
</tr>
<tr>
<td>breeze</td>
<td>(\textit{n.}) a soft gentle wind (\textit{v.}) to go past quickly</td>
<td>शीतल, मंड पकने, तेजी से आना या जाना</td>
</tr>
<tr>
<td>broom</td>
<td>(\textit{n.}) a stiff, long handled brush that is used for sweeping (\textit{pl.}) brooms</td>
<td>झाड़ू</td>
</tr>
<tr>
<td>bug</td>
<td>(\textit{n.}) a little insect (\textit{pl.}) bugs</td>
<td>कीड़ा, कीट</td>
</tr>
<tr>
<td>burden</td>
<td>(\textit{n.}) a load</td>
<td>भार, बोझ</td>
</tr>
<tr>
<td>burn</td>
<td>(\textit{v.}) to be on fire</td>
<td>जलाना</td>
</tr>
<tr>
<td>buy</td>
<td>(\textit{v.}) to get something by paying money (\textit{opp.}) sell</td>
<td>खरीदना</td>
</tr>
<tr>
<td>buzz</td>
<td>(\textit{n.}) a buzzing sound (\textit{v.}) to make a humming sound</td>
<td>भिन्नभिन्नाहट, भिन्नभिन्नाना</td>
</tr>
<tr>
<td>capture</td>
<td>(\textit{v.}) to catch and hold on to someone or something (\textit{opp.}) release</td>
<td>पकड़ना</td>
</tr>
<tr>
<td>cargo</td>
<td>(\textit{n.}) goods carried in a ship or a vehicle</td>
<td>माल / जहाज में लदा माल</td>
</tr>
<tr>
<td>English Word</td>
<td>Equivalent Meaning</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>carton</td>
<td>गाते का डब्बा</td>
<td></td>
</tr>
<tr>
<td>celebrate</td>
<td>समारोह मनाना, उत्सव मनाना</td>
<td></td>
</tr>
<tr>
<td>certain</td>
<td>निश्चित, पक्का</td>
<td></td>
</tr>
<tr>
<td>chant</td>
<td>एक ही लय में गाए जाना वाला गीत गाना (मंत्र या भजन)</td>
<td></td>
</tr>
<tr>
<td>chariot</td>
<td>रथ</td>
<td></td>
</tr>
<tr>
<td>cheer</td>
<td>खुशी में की गई प्रशंसा समर्थन में खुशी से विचलनाना</td>
<td></td>
</tr>
<tr>
<td>chew</td>
<td>चबाना</td>
<td></td>
</tr>
<tr>
<td>chick</td>
<td>चूणे</td>
<td></td>
</tr>
<tr>
<td>chilli</td>
<td>लाल मिर्च</td>
<td></td>
</tr>
<tr>
<td>chore</td>
<td>साधारण कार्य</td>
<td></td>
</tr>
<tr>
<td>chug</td>
<td>छुक-छुक की आवाज़ करना</td>
<td></td>
</tr>
<tr>
<td>civilized</td>
<td>सम्भ्य, विनम्र</td>
<td></td>
</tr>
<tr>
<td>clasp</td>
<td>बकसुआ कस के पकड़ना</td>
<td></td>
</tr>
<tr>
<td>claw</td>
<td>नाखुन (पंजा)</td>
<td></td>
</tr>
<tr>
<td>climb</td>
<td>चढ़ाई चढ़ना</td>
<td></td>
</tr>
<tr>
<td>clinging</td>
<td>पकड़ना</td>
<td></td>
</tr>
<tr>
<td>command</td>
<td>आदेश देना</td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td>संचार, संप्रेषण</td>
<td></td>
</tr>
<tr>
<td><strong>condition</strong></td>
<td><em>n.</em> present state of things, a term</td>
<td><strong>स्थिति, शर्त</strong></td>
</tr>
<tr>
<td><strong>console</strong></td>
<td><em>v.</em> to give comfort or sympathy to (someone) in times of disappointment or sadness</td>
<td><strong>संवेदना या दिलासा देना</strong></td>
</tr>
</tbody>
</table>
| **container** | *n.* a box or a bottle a large box to transport goods  
*pl.* containers | **बर्तन, धारक, पात्र** |
| **convey** | *v.* make known ideas or feelings to another | **संदेश देना** |
| **country** | *n.* land occupied by a nation  
*pl.* countries | **देश** |
| **countryside** | *n.* rural areas | **देहात का क्षेत्र** |
| **courtyard** | *v.* an area without roof and enclosed by walls,  
*pl.* courtyards | **आँगन** |
| **cramp** | *v.* to have sudden painful contraction of muscles, cause a hinderance  
*n.* sharp pain in the abdomen or a confined position | **एंठन होना या रुकावट खड़ी करना**  
**पेट में एंठन, खिंचाव, तंग जगह** |
| **creep** | *v.* to move slowly and quietly | **रंगना, सरकना** |
| **creepy** | *n.* a plant which climbs up trees or walls | **लता, बेल** |
| **cruise** | *v.* sail about or roam around, travel at a high speed | **जहाज में इधर-उधर घूमना**  
**तेज गति से यात्रा करना** |
| **currency** | *n.* money used in a country | **किसी देश की मुद्रा** |
| **curious** | *adj.* eager to know, inquisitive strange | **ज्ञात्सुक, जिज़ासु** |
| **curve** | *n.* bend, turn  
*pl.* curves | **मोड़, घुमाव** |

**D**

| **deafening sound** | *n.* a loud noise | **बहुत जोर की आवाज** |
| **decrease** | *v.* to become less or smaller or shorter  
*opp.* increase | **छोटा होना, कम होना** |
| **delight** | *n.* great pleasure | **प्रसन्नता** |
| **demand** | *v.* to ask for, to call for | **मांगना** |
| **demon** | *n.* evil or wicked person | **शैतान** |
| **delicious** | *adj.* tasty | **स्वादिष्ट** |
| **depict** | v. to show in a picture, describe in words | चित्रित करना, वर्णन करना |
| **dirt** | n. dust or mud | धूल, गर्दा, कीचड़ |
| **disaster** | n. an unexpected event such as flood, fire | आपदा, दुर्गटना |
| **dish** | n. a plate or bowl that is used to hold food, a kind of food pl. dishes | बर्तन, व्यंजन |
| **distance** | n. space between two places or points adj. distant | दूरी, फासला |
| **destination** | n. the place someone is going to | गांतव्य स्थल, ठिकाना |
| **destroy** | v. to break into pieces, make useless, to completely ruin something opp. create | नष्ट करना बर्बाद करना |
| **device** | n. a machine or a tool used for a special task | मशीन या ऑजार, युक्त |
| **drag** | v. to pull something along the ground | घसीटना |
| **drill** | n. a tool used to make holes | बर्मा, छेद करने का ऑजार |
| **drowsy** | adj. feeling sleepy, lethargic | उन्नीदा, सुप्त |
| **dump** | n. a heap of rubbish v. to throw away | कुड़े का ढेर फंक देना |
| **dusty** | adj. full of dust n. dust | धूल भरा |

<p>| <strong>earn</strong> | v. to get money for one’s labour opp. spend | कमाना |
| <strong>ease</strong> | n. comfort v. to feel relaxed | सुख या आराम आराम से |
| <strong>echo</strong> | n. a reflected sound, a sound which pl. echoes comes back from a deep well or valley | गूँज, प्रतिघनि |
| <strong>efficient</strong> | adj. capable of producing a satisfactory result | योग्य, कार्य कुशल, कामिल |
| <strong>effigy</strong> | n. a rough model of a disliked person pl. effigies an image in wood, metal or stone | पुतला |</p>
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>effort</td>
<td><em>n.</em> use power to do something, attempt <em>pl.</em> efforts</td>
<td>प्रयास, प्रयत्न</td>
</tr>
<tr>
<td>elbowing</td>
<td><em>v.</em> to force one's way through a crowd</td>
<td>भीड़ में अपना मार्ग बनाना</td>
</tr>
<tr>
<td>elevator</td>
<td><em>n.</em> a moving platform from one floor to another in a building</td>
<td>लिफ्ट</td>
</tr>
<tr>
<td>emblem</td>
<td><em>n.</em> symbol</td>
<td>प्रतीक, चिह्न</td>
</tr>
<tr>
<td>enact</td>
<td><em>v.</em> to play someone's role, make a law</td>
<td>अभिनय करना, कानून बनाना</td>
</tr>
<tr>
<td>evacuate</td>
<td><em>v.</em> to make empty or clear</td>
<td>खाली करना</td>
</tr>
<tr>
<td>exactly</td>
<td><em>adv.</em> correct in every detail</td>
<td>एकदम सही</td>
</tr>
<tr>
<td>examine</td>
<td><em>v.</em> to look carefully into, to test <em>n.</em> examination</td>
<td>छानबीन करना</td>
</tr>
<tr>
<td>exciting</td>
<td><em>adj.</em> thrilling, <em>n.</em> excitement <em>opp.</em> boring</td>
<td>रोमांचक, प्रोत्साहक</td>
</tr>
<tr>
<td>execute</td>
<td><em>v.</em> to complete what is asked to do</td>
<td>कहे अनुसार कार्य करना</td>
</tr>
<tr>
<td>explain</td>
<td><em>v.</em> to tell about something in detail</td>
<td>वर्णन करना</td>
</tr>
<tr>
<td>fawn</td>
<td><em>n.</em> a young one of a deer</td>
<td>हिरण का बच्चा</td>
</tr>
<tr>
<td>faithful</td>
<td><em>adj.</em> loyal and true <em>opp.</em> unfaithful</td>
<td>वफादार</td>
</tr>
<tr>
<td>fascinate</td>
<td><em>v.</em> to attract</td>
<td>आकर्षित करना, सम्मोहित करना</td>
</tr>
<tr>
<td>fall</td>
<td><em>v.</em> to go down <em>opp.</em> rise</td>
<td>गिरना</td>
</tr>
<tr>
<td>farmer</td>
<td><em>n.</em> who works on a farm <em>pl.</em> farmers</td>
<td>किसान</td>
</tr>
<tr>
<td>feather</td>
<td><em>n.</em> soft hair like structure on the body of birds <em>pl.</em> feathers</td>
<td>पंख</td>
</tr>
<tr>
<td>festive</td>
<td><em>adj.</em> of a festival, joyous <em>n.</em> festival</td>
<td>उत्सव संबंधी, आनंदमय</td>
</tr>
<tr>
<td>festivity</td>
<td><em>n.</em> happiness, celebration <em>pl.</em> festivities</td>
<td>उत्सव का समय</td>
</tr>
<tr>
<td>fetch</td>
<td><em>v.</em> to go and bring</td>
<td>जाकर लाना</td>
</tr>
<tr>
<td><strong>fib</strong></td>
<td><em>n.</em> a trivial and harmless lie</td>
<td><strong>छोटा मोटा झूठ, बहाना</strong></td>
</tr>
</tbody>
</table>
| **field** | *n.* a place where farmer grows crops  
*pl.* fields | **खेत** |
| **find** | *v.* to discover  
*opp.* lose | **ढूँढना, खोजना** |
| **firewood** | *n.* wood for burning | **जलाने की लकड़ी** |
| **flap** | *v.* to hang or swing loosely, to move up and down | **फ़ड़फड़ना छिलाना** |
| **flash** | *n.* a sudden burst of flame or light,  
an electric torch  
*v.* to appear as a bright light | **चमक, टार्च, चमक  
प्रकट होना  
लेह रोशनी की तरह  
दिखना** |
| **foil** | *n.* a thin layer of metal  
*v.* to prevent someone from succeeding | **धातु की पतली पस्त  
रोड़े अटकाना** |
| **folk** | *n.* people in general | **लोग** |
| **foolish** | *adj.* unwise, silly or stupid  
*opp.* wise | **मूर्ख** |
| **foreign** | *adj.* in or from another country  
*n.* foreigner | **विदेश** |
| **forest** | *n.* large area of land covered with trees | **जंगल, वन** |
| **forgive** | *v.* pardon | **माफ करना** |
| **frighten** | *v.* to make some body feel afraid, to fill with terror | **भयमील करना, डराना** |
| **frost** | *n.* tiny ice crystals, very cold or freezing | **पाला** |
| **frown** | *v.* to draw the eyebrows together in anger  
*n.* a serious look causing lines on the forehead | **गुस्से में मीठे सिकोड़ना  
त्योरियाँ ढाढ़ना** |
| **function** | *n.* kind of action or activity, a social gathering  
*pl.* functions | **कार्य, उत्सव** |
| **furnace** | *n.* an oven, a heating chamber | **भड्डी** |
| **fuss** | *n.* useless display of activity, a complaint or an objection  
*v.* to worry unnecessarily, to bother someone | **कोलाहल, शिकायत या  
आपत्ति  
यथ्य की सिंता करना** |

<p>| <strong>G</strong> |
| <strong>garbage</strong> | <em>n.</em> rubbish, discarded waste | <strong>कचरा</strong> |
| <strong>gather</strong> | <em>v.</em> to collect | <strong>इकट्ठा करना</strong> |</p>
<table>
<thead>
<tr>
<th>Word</th>
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<tbody>
<tr>
<td>gel</td>
<td>n. fluid, a jelly like liquid</td>
<td>जेल</td>
</tr>
<tr>
<td>genie</td>
<td>n. a magical figure</td>
<td>जिन्न</td>
</tr>
<tr>
<td>gently</td>
<td>adv. carefully and slowly  n. gentle</td>
<td>धीरे-धीरे, निम्नमता से</td>
</tr>
<tr>
<td>germ</td>
<td>n. bacteria</td>
<td>कीटाणु</td>
</tr>
<tr>
<td>gesture</td>
<td>n. movement of the body to express an idea or feeling</td>
<td>इशारा, संकेत</td>
</tr>
</tbody>
</table>
| get       | v. to receive, to obtain  
 opp. lose, give                               | पाना, प्राप्त करना |
| glad      | adj. happy, pleased  
 opp. sad                                 | खुश, प्रसन्न    |
| glare     | n. strong light, an angry stare  
 v. to look angrily                                             | तेज़ रोशनी रोशनी, घूरना  
 गुरुसे से देखना |
| gleam     | n. brightness  
 v. to shine                                               | चमक  
 चमकना    |
| gobble    | v. to eat fast noisily and greedily                                        | जल्दी-जल्दी आवाज़ करते हुए खाना |
| goods     | n. things                                                                  | माल, सामान  |
| good-for-nothing | adj. useless  
 opp. useful                                              | बेकार  |
| goose     | n. a water bird  
 pl. geese                                                   | हंस        |
| grant     | n. money or land given by government  
 v. to give, allow, to give consent  
 opp. refuse                                | अनुदान  
 अनुमति देना, प्रदान करना |
| grateful  | adj. feeling thankful to someone  
 opp. ungrateful                                          | आमारी      |
| gratitude | n. thankfulness, state of being grateful                                    | कृतज्ञता, आभार |
| grin      | n. a wide smile  
 v. to smile broadly showing teeth                              | खिसखिसी हैं सी  
 दौंत दिखाकर हैं सना |
| grocer    | n. a dealer of general household articles                                  | पंसारी      |
| grumpy    | adj. ill-mannered                                                         | बद मिज़ाज, चिड़चिड़ा |
| guilty    | adj. responsible for a crime, a wrong doer  
 n. guilt                                                          | दोषी       |
<table>
<thead>
<tr>
<th><strong>H</strong></th>
<th><strong>I</strong></th>
</tr>
</thead>
</table>
| **hazard** | n. a risk or danger  
*pl.* hazards | जोखिम, संकट, खतरा |
| **hold** | n. a grip  
v. to grasp  
*opp.* release | पकड़  
पकड़ना |
| **honour** | n. deep respect, high esteem  
v. to give respect | आदर, सम्मान करना |
| **hook** | n. a curved metal piece for hanging something  
*pl.* hooks | कोंटा, हुक |
| **hope** | n. desire, wish  
v. to wish for something | आशा  
उम्मीद |
| **horn** | n. hard outgrowth on the head of cattle, a sounding instrument | सींग  
भोोू |
| **hug** | n. an affectionate clasp  
v. to take in arms, to clasp with affection | प्यार भरी जकड़  
प्यार से गले लगाना |
| **huge** | *adj.* very large and big  
*opp.* tiny | बहुत बड़ा, विशालकाय |
| **hurry** | n. haste, v. to do something fast | जल्दबाजी, जल्दी में कुछ करना |
| **hurt** | n. harm, injury,  
v. to damage, to cause injury | नुकसान, चोट  
नुकसान पहुँचाना, चोट पहुँचाना |
| **illegal** | *adj.* not allowed by law  
*opp.* legal | गैर कानूनी, अवैध |
| **immediately** | *adj.* without delay | तुरंत, शीघ्र, बिना देरी के |
| **incinerator** | n. a furnace or an oven to burn rubbish  
*pl.* incinerators | क्षुद्रे को जलाने की भट्टी |
| **innocent** | *adj.* not guilty, blameless  
*n.* innocence | निरोध, शोला–भाला, मासूम |
<p>| <strong>insect</strong> | n. a small animal with six legs and a body divided into three parts | कीट–पतंगा |</p>
<table>
<thead>
<tr>
<th>instead</th>
<th><em>adv.</em> in place of</th>
<th>के स्थान पर</th>
</tr>
</thead>
<tbody>
<tr>
<td>interest</td>
<td><em>n.</em> feeling of attention, concern or curiosity in something, charge made for borrowing money</td>
<td>रुचि, व्याज</td>
</tr>
<tr>
<td></td>
<td><em>v.</em> to take interest</td>
<td>रुचि लेना</td>
</tr>
<tr>
<td>invent</td>
<td><em>v.</em> to create something, to make <em>n.</em> invention</td>
<td>आविष्कार करना, बनाना</td>
</tr>
<tr>
<td>jingle</td>
<td><em>n.</em> tinkling sounds of coins, keys or small bells</td>
<td>खनखनाहट</td>
</tr>
<tr>
<td></td>
<td><em>v.</em> to make a tinkling sound</td>
<td>खन-खन करना</td>
</tr>
<tr>
<td></td>
<td><em>pl.</em> jingles</td>
<td></td>
</tr>
<tr>
<td>jog</td>
<td><em>v.</em> to run steadily and slowly, to stir</td>
<td>धीमी चाल से दौड़ना</td>
</tr>
<tr>
<td>kingdom</td>
<td><em>n.</em> country ruled by a king</td>
<td>राज्य</td>
</tr>
<tr>
<td>kitten</td>
<td><em>n.</em> young one of a cat</td>
<td>बिल्ली का बच्चा, बिल्लेटा</td>
</tr>
<tr>
<td>lane</td>
<td><em>n.</em> a narrow lane</td>
<td>तंग गाली</td>
</tr>
<tr>
<td></td>
<td><em>pl.</em> lanes</td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td><em>(types of laugh)</em> Cackle: to laugh harshly or sharply</td>
<td>कूड़कूड़ा कर हंसना</td>
</tr>
<tr>
<td></td>
<td>Chuckle: to laugh mildly and/or quietly</td>
<td>दबी हुई हंसी</td>
</tr>
<tr>
<td></td>
<td>Giggle: to laugh with short, repetitive sounds</td>
<td>खिसियाना</td>
</tr>
<tr>
<td></td>
<td>Grin: to give a broad smile</td>
<td>मुसकान</td>
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<td></td>
<td>Guffaw: to laugh loudly</td>
<td>ठहाका लगा कर हंसना</td>
</tr>
<tr>
<td></td>
<td>Jeer: to laugh disrespectfully or mockingly</td>
<td>मजाक उड़ाना</td>
</tr>
<tr>
<td></td>
<td>Scoff: to laugh with hatred</td>
<td>उपहास/व्यंग्य करना</td>
</tr>
</tbody>
</table>

| landfill  | *n.* land where waste materials are buried under the earth | कूड़ा दबाने की जगह |
|           | *pl.* landfills |  |
| landslide | *n.* a mass of earth that slides down the slope of a mountain | भूस्खलन |
|           | *pl.* landslides |  |
| lane      | *n.* a narrow lane | तंग गाली |
|           | *pl.* lanes |  |
| laugh     | *(types of laugh)* Cackle: to laugh harshly or sharply | कूड़कूड़ा कर हंसना |
|           | Chuckle: to laugh mildly and/or quietly | दबी हुई हंसी |
|           | Giggle: to laugh with short, repetitive sounds | खिसियाना |
|           | Grin: to give a broad smile | मुसकान |
|           | Guffaw: to laugh loudly | ठहाका लगा कर हंसना |
|           | Jeer: to laugh disrespectfully or mockingly | मजाक उड़ाना |
|           | Scoff: to laugh with hatred | उपहास/व्यंग्य करना |
| **leap** | n. a sudden jump or increase  
v. to jump | उछाल  
कूदना, उछलना |
| **leave** | n. permission to be away from work,  
v. to go away | छुट्टी |
| **legend** | n. a traditional or old story that is probably not true  
pl. legends | पौराणिक कथा, गाथा |
| **lick** | v. pass the tongue over or under something | चाटना |
| **lie** | n. a false statement  
pl. lies | सुन्दर |
| **litter** | n. rubbish left lying around | विखरा हुआ  
कुछ-कचरा |
| **look** | n. a glance  
v. to see | एक नजर  
देखना |
| **lotus** | n. a type of flower | कमल का फूल |
| **loud** | adj. not quiet, causing great noise | ऊँचा, जोर का |
| **lovely** | adj. beautiful, good looking | सुंदर (यारा), आकर्षक |

### M

| **magician** | n. someone who performs magic tricks  
pl. magicians | जादुगर |
| **make up** | v. application of cosmetics to look beautiful,  
to cook up a story | श्रंगार, सजाना झूठी  
कहानी बनाना |
| **mailbox** | n. a box for collecting letters, letter box  
pl. mailboxes | पत्र-पेटी |
| **maintain** | v. to continue, to keep up | बनाये रखना, चालू  
रखना |
| **majesty** | n. royal power, kingly appearance | शाही (राजसी) |
| **mast** | n. a tall pole to support a ship’s sails, a flag pole | नाव का मर्तूल (खम्बा) |
| **material** | n. things that are used to make or do something  
pl. materials | किसी चीज़ को बनाने में  
काम आने वाला सामान,  
सामग्री |
| **meadow** | n. grasslands, grazing grounds  
pl. meadows | चरागाह |
| **mean** | *adj.* narrow minded, selfish, |
| **means** | *n.* method or way used to achieve an end |
| **meeting** | *n.* an act of coming together |
| **memorable** | *adj.* worthy of being remembered |
| **mercy** | *n.* the ability to forgive someone, pity, kindness |
| **mill** | *n.* a building fitted with machinery, factory, a device that grinds |
| **mutter** | *v.* to talk in a low voice, grumble |
| **merry** | *adj.* happy, cheerful, pleasant |
| **national** | *adj.* of a nation |
| **near** | *adj.* not far from, close by |
| **neat** | *adj.* tidy, clean |
| **neighbour** | *n.* someone who lives nearby |
| **never** | *adv.* at no time |
| **occasion** | *n.* a special event, a particular time for something |
| **ocean** | *n.* a vast body of salt water, big sea |
| **output** | *n.* production or work done, the quantity or amount produced in a given time |
| **panic** | *n.* a sudden fear |
| **panorama** | *n.* a wide view of a large area in all directions |
| **passenger** | *n.* traveller in a public vehicle |

**Meanings in other languages:**

| **mean** | नीचा, स्वार्थी |
| **means** | साधन |
| **meeting** | मुलाकात, समाः |
| **memorable** | स्मरणीय, याद रखने योग्य |
| **mercy** | दया, क्षमा |
| **mill** | कारखाना, फैक्टरी चक्करी |
| **mutter** | धीरे-धीरे बोलना बड़बड़ाना |
| **merry** | खुशी |
| **national** | राष्ट्रीय |
| **near** | समीप पास |
| **neat** | साफ़, रच्छ |
| **neighbour** | पड़ोसी |
| **never** | कभी नहीं |
| **occasion** | अवसर, मौका |
| **ocean** | महासागर |
| **output** | उत्पादन उपज |
| **panic** | आंतक, दहसत घबरा जाना |
| **panorama** | चित्रावली, निरंतर झाँकी |
| **passenger** | पात्री, सवारी |
| **peasant** | *n.* farmer, engaged in agriculture  
*pl.* peasants | किसान |
|---|---|---|
| **peel** | *n.* skin of a fruit or vegetable  
*pl.* peels  
*v.* to remove the skin or bark | छिलका  
छिलका उतारना |
| **perform** | *v.* to do, to carry out some action | कोई काम करना, संपन्न करना |
| **pick** | *v.* to lift, to raise  
*opp.* drop | उठाना |
| **pile** | *n.* heap, a number of things lying one upon other  
*pl.* piles | ढेर |
| **planetarium** | *n.* a building with a device to see the movements of the stars and the planets | ताराघर, नक्षत्रदर्शी |
| **plead** | *v.* to argue, to ask for something | बहस करना, कुछ मांगना |
| **pleasant** | *adj.* enjoyable or having pleasing manners  
*opp.* unpleasant | आनंददायक, सुहावना |
| **pour** | *v.* to transfer a liquid from one container to the other, to make a liquid flow | उड़ेलना |
| **praiseworthy** | *n.* deserving praise | प्रशंसनीय |
| **preach** | *v.* to deliver a religious speech or moral advice | धार्मिक उपदेश देना |
| **pretend** | *v.* to make excuse, to make a false claim | ब्याहा बनाना |
| **prevent** | *v.* to stop something  
*n.* prevention | रोकना |
| **prey** | *n.* something or someone hunted for food, victim | शिकार |
| **puddle** | *n.* a small pool of water specially of rain on the road | तलैया, छिछला गड़बड़, पोखरी |
| **puzzle** | *n.* a question or a problem difficult to understand  
*v.* unable to think clearly  
*pl.* puzzles | कठिन प्रश्न, पहेली स्पष्ट न सोच पाना |
| **quarrel** | *v.* to have an argument  
*n.* an angry dispute | झगड़ा या बहस करना  
झगड़ा |
| **queue** | *n.* a line of people waiting for their turn  
*pl.* queues | पंक्ति, लाइन |
<table>
<thead>
<tr>
<th><strong>R</strong></th>
<th><strong>S</strong></th>
</tr>
</thead>
</table>
| **raindrop** |  **adj.** free from harm,  
**n.** a chest  
**pl.** safes  
**opp.** harmful |
| **ray** |  **n.** a beam of light  
**pl.** rays |
| **realize** |  **v.** to understand, feel, to turn a plan into reality, to recover money |
| **recycle** |  **v.** reuse, to treat used material so that it could be used again |
| **refuse** |  **n.** rubbish, garbage  
**v.** to reject, to say no |
| **reluctant** |  **adj.** unwilling, **opp.** willing |
| **resin** |  **n.** a sticky liquid from fir trees |
| **resource** |  **n.** sources of supply, support  
**pl.** resources |
| **reverence** |  **n.** deep respect |
| **reward** |  **n.** something given in return for one’s services, merit, **pl.** rewards |
| **riddle** |  **n.** a puzzling question, thing or a situation |
| **ride** |  **v.** to sit on a horse or vehicle, to travel |
| **rock** |  **n.** a hard material of earth’s crust, stone |
| **rooster** |  **n.** cock |
| **rub** |  **v.** to move something over other  
**n.** act of rubbing |
| **rug** |  **n.** a kind of coarse clothing, covering for floor  
**pl.** rugs |
| **rush** |  **n.** grass like marshy plant  
**v.** to go or come speedily, to flow with noise |
| **safe** |  **adj.** free from harm,  
**n.** a chest  
**pl.** safes  
**opp.** harmful |
<table>
<thead>
<tr>
<th><strong>scold</strong></th>
<th><em>v.</em> to rebuke, find faults angrily, to speak angrily</th>
<th>डाँटना, फटकारना, झिड़को देना</th>
</tr>
</thead>
</table>
| **scowl** | *n.* angry expression  
*v.* to look at someone angrily | क्रोध का भाव  
क्रोध से देखना |
| **scratch** | *v.* to make a mark on the surface of something with a sharp object,  
*pl.* scratches | किसी नुकीली वस्तु से खुरचना |
| **scream** | *n.* a loud cry  
*v.* to utter a loud sharp cry, to cry loudly | चीख  
जोर से चिल्लाना |
| **search** | *n.* hunt, look for  
*v.* to look carefully at something or to look for some missing things | तलाश  
ढूंढना खोजना |
| **selfish** | *adj.* caring only about one self | स्वार्थी, मतलबी |
| **sheaf** | *n.* a bundle in which cereal plants are bound after they are reaped | गढ़ या पूली (मेहू, जो) की |
| **shelter** | *n.* a thing or a place that protects someone from weather or danger | आश्रय स्थल |
| **shiny** | *adj.* bright, *v.* shine  
*opp.* dull | चमकीला |
| **shiver** | *v.* shaking with cold, tremble with fear etc. | सर्दी, भय इत्यादि से कौपना |
| **shock** | *v.* an unpleasant experience, a sudden disturbance of the mind | आघात, धकका |
| **shout** | *v.* to utter a sudden cry | शोर करना, चिल्लाना |
| **shower** | *n.* a short or sudden fall of rain  
a device that sends out a fine spray of water | बारिश की बीछार फवारा |
| **shriek** | *n.* sharp outcry,  
*v.* to utter a shrill sound | चीख, चीखना |
| **sick** | *adj.* in poor health, not well  
*opp.* healthy | बीमार, अस्थायी |
| **sidewalk** | *n.* a footpath, a pavement | पैदलपथ |
| **sign** | *n.* symbol to represent something  
*v.* to put one's name on a paper, document | विहार, निशान  
किसी कागज पर दस्तखत करना |
| **sill** | *n.* a horizontal piece beneath a door or a window,  
*pl.* sills | खिड़की या दरवाजे के नीचे लगी पट्टी |
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>siren</td>
<td><em>n.</em> a device which makes a long loud warning sound, <em>pl.</em> sirens</td>
<td>भाँपू</td>
</tr>
<tr>
<td>slump</td>
<td><em>n.</em> a drop or a heavy fall, rapid fall in prices <em>v.</em> to drop or to fall heavily; <em>pl.</em> sirens</td>
<td>गिरावट (मांग/कोमत) गिरावट आना</td>
</tr>
<tr>
<td>smuggler</td>
<td><em>v.</em> to take something into a place secretly and illegally, <em>pl.</em> smugglers</td>
<td>तस्करी करना, चौरी-छिपे लाना</td>
</tr>
<tr>
<td>snap</td>
<td><em>v.</em> to break suddenly to make a sudden cracking noise</td>
<td>झटके से तोड़ना आवाज के साथ टूटना</td>
</tr>
<tr>
<td>soul</td>
<td><em>n.</em> the spiritual non-material part of a person</td>
<td>आत्मा</td>
</tr>
<tr>
<td>spectacle</td>
<td><em>n.</em> an interesting sight, <em>pl.</em> spectacles a pair of lenses to improve eye sight</td>
<td>आकर्षक दृश्य ऐनक, चरमा</td>
</tr>
<tr>
<td>spend</td>
<td><em>v.</em> to pay out money, to pass time</td>
<td>खर्च करना, समय विताना</td>
</tr>
<tr>
<td>spill</td>
<td><em>n.</em> a peg or plug of wood, a splinter for lighting candles, <em>pl.</em> spills</td>
<td>लकड़ी या कागज़ की बर्ती, लम्बी दियासलाई</td>
</tr>
<tr>
<td></td>
<td><em>v.</em> to fall from a horse or a container, falling out of a vehicle</td>
<td>छलकना</td>
</tr>
<tr>
<td>spit</td>
<td><em>v.</em> to force saliva or something else out of your mouth</td>
<td>शूकना</td>
</tr>
<tr>
<td>spoke</td>
<td><em>n.</em> bars that connect the outer ring to centre <em>pl.</em> spokes</td>
<td>पहिए की तिल्ली</td>
</tr>
<tr>
<td>spray</td>
<td><em>n.</em> dispersed liquid <em>v.</em> to project a liquid to disperse <em>pl.</em> sprays</td>
<td>छिड़काव, छिड़कना</td>
</tr>
<tr>
<td>squeak</td>
<td><em>n.</em> a high pitched sound, <em>v.</em> to squeal <em>pl.</em> squeaks</td>
<td>चू-चू की आवाज, चू-चू करना</td>
</tr>
<tr>
<td>stamp</td>
<td><em>n.</em> something with which an impression is made, postage stamp, <em>v.</em> to put one's foot down heavily, print something on a paper and cloth <em>pl.</em> stamps</td>
<td>मोहर डाक टिकट छाप लगाना, ठप्पा लगाना</td>
</tr>
<tr>
<td>statue</td>
<td><em>n.</em> a representation of a person in metal, wood or stone, <em>pl.</em> statues</td>
<td>बुट</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Translation</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>steep</td>
<td>adj. slanting up or down sharply</td>
<td>टेंडर ठलान</td>
</tr>
<tr>
<td>stick</td>
<td>n. a long rod, a branch cut from a tree</td>
<td>पेड़ की टहनी, डंडी चिपकन</td>
</tr>
<tr>
<td></td>
<td>v. to cling fast to something</td>
<td></td>
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<tr>
<td></td>
<td>pl. sticks</td>
<td></td>
</tr>
<tr>
<td>strange</td>
<td>adj. odd, unusual, unknown, unfamiliar</td>
<td>अजीब, असाधारण, विचित्र,</td>
</tr>
<tr>
<td></td>
<td>n. stranger</td>
<td></td>
</tr>
<tr>
<td>stripe</td>
<td>n. a long straight line of a single colour</td>
<td>पद्मी, धारी</td>
</tr>
<tr>
<td></td>
<td>pl. stripes</td>
<td></td>
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<tr>
<td>subway</td>
<td>n. an underground electric rail road, passage way</td>
<td>भूमिगत पैदल पारपथ</td>
</tr>
<tr>
<td>suggest</td>
<td>v. to imply, to recommend, to advise</td>
<td>सुझाव देना</td>
</tr>
<tr>
<td></td>
<td>n. suggestion</td>
<td></td>
</tr>
<tr>
<td>suck</td>
<td>v. to remain silent in a bad mood</td>
<td>मूंह फुलाना</td>
</tr>
<tr>
<td></td>
<td>n. sulky</td>
<td></td>
</tr>
<tr>
<td>summon</td>
<td>v. to call someone for duty or a task etc.</td>
<td>बुलाना</td>
</tr>
<tr>
<td>surround</td>
<td>v. encircle, to move all around</td>
<td>इर्द–गिर्द घुमना</td>
</tr>
<tr>
<td></td>
<td>n. surrounding</td>
<td></td>
</tr>
<tr>
<td>sweep</td>
<td>v. to clean with a broom or brush</td>
<td>झाकू लगाना</td>
</tr>
<tr>
<td></td>
<td>n. sweeper</td>
<td></td>
</tr>
<tr>
<td>symbol</td>
<td>n. sign, mark</td>
<td>प्रतीक, विचन</td>
</tr>
<tr>
<td></td>
<td>pl. symbols</td>
<td></td>
</tr>
<tr>
<td>tender</td>
<td>adj. soft, delicate</td>
<td>मुलायम, नाजुक</td>
</tr>
<tr>
<td>termite</td>
<td>n. a white bodied insect, a wood consuming insect</td>
<td>दीमक</td>
</tr>
<tr>
<td></td>
<td>pl. termites</td>
<td></td>
</tr>
<tr>
<td>terror</td>
<td>n. fear</td>
<td>भय, आतंक</td>
</tr>
<tr>
<td>timber</td>
<td>n. wood suitable for building</td>
<td>इमारती लकड़ी</td>
</tr>
<tr>
<td>tiny</td>
<td>adj. very small, opp. huge</td>
<td>बहुत छोटा</td>
</tr>
<tr>
<td>traffic</td>
<td>n. movement of vehicles and people</td>
<td>परिवहन</td>
</tr>
<tr>
<td>tread</td>
<td>v. to put your foot on something</td>
<td>पैर रखना, चलना</td>
</tr>
<tr>
<td>transport</td>
<td>n. means to go from one place to another</td>
<td>यातायात का साधन</td>
</tr>
<tr>
<td></td>
<td>v. to move from one place to another</td>
<td>एक जगह से दूसरी जगह लाने ले जाना</td>
</tr>
<tr>
<td>trash</td>
<td>n. useless, worthless, rubbish</td>
<td>कूदा</td>
</tr>
<tr>
<td>travel</td>
<td>v. to go from one place to another</td>
<td>यात्रा करना</td>
</tr>
</tbody>
</table>
| trick     | n. something done to cheat somebody, clever ways,  
|          | *pl.* tricks                       | दाँव, करतब      |
| trouble  | n. a problem, a difficulty           | कष्ट, कष्ट देना    |
|          | *pl.* troubles                     |                 |
|          | *v.* to bother someone             |                 |
| trumpet  | n. a musical instrument, cry of an elephant  
|          | *pl.* trumpets                     | बाजा, बीन, हाथी की चिंघाड़      |
| tug      | *v.* to pull hard, to drag          | झाटके से खींचना   |
| tusk     | n. long pointed tooth especially of an elephant,  
|          | *pl.* tusks                        | हाथी का बाहर निकला हुआ दाँत |
| twice    | *adv.* two times, for second time   | दोबारा           |
| twirl    | *v.* to turn around, to curl        | गोलाई में घूमना     |
| underneath | *prep.* below something           | नीचे (किसी चीज़ के) |
| unity    | *adj.* togetherness, joined *n.* union | एकता             |
| upside-down | *adv.* with the upper part undermost,  
|          | topsy-turvy                        | जल्टा–पुल्टा         |
| valuable | *adj.* costly, of great value       | मूल्यवान, उपयोगी |
| vendor   | *n.* a person who sells something   | विक्रेता, बेचने वाला |
|          | *pl.* vendors                      |                 |
| vice     | *n.* immoral conduct, bad habit    | बुराई             |
| virtue   | *n.* noble and good quality        | अच्छाई           |
|          | *pl.* virtues                      |                 |
| wail     | *n.* a loud cry, especially of pain | विलाप  
|          | *v.* to utter a mournful cry       | रुदन या विलाप करना |
| watch    | *n.* a device showing time         | घड़ी           |
|          | *v.* to look at, to guard           | पहरेदारी करना, निगरानी करना |
|          | *pl.* watches                      |                 |
| **wave** | *n.* up and down movement on the surface of water, curve  
*pl.* waves  |
| **wear** | *v.* to put on clothes or a dress  
*n.* clothing  |
| **whisker** | *n.* stiff hair near mouth of certain animals  
*pl.* whiskers  |
| **whisper** | *n.* soft sound  
*v.* to speak with hushed sounds, talk softly  
*pl.* whispers  |
| **whoop** | *n.* a loud cry of excitement, a war cry  |
| **wide** | *adj.* broad  |
| **wild** | *adj.* untamed, not domesticated  
*opp.* domestic  |
| **wind** | *n.* air in natural motion  
*v.* to go in a zig-zag way  |
| **wish** | *n.* a desire or longing,  
*v.* to hope, to want  
*pl.* wishes  |
| **wonder** | *n.* a feeling caused by an amazing thing  
*v.* to have an emotion of surprise, to be amazed  |
| **worship** | *n.* a religious service  
*v.* to offer or adore a deity  |
| **wrapper** | *n.* cover or packing material  |
| **yawn** | *n.* an act of yawning  
*v.* to take a deep breath with mouth wide open  |