MY BOOK OF ENGLISH 5

2017



Department of Elementary Education

Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

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Preface

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.

Keston Arand

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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)

The Council has applied to the following for the copyright permission:

- NCERT, New Delhi
- 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

Teacher's Page

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 संस्करण

आज के बदलते परिवेश में विद्यार्थियों के साथ—साथ अध्यापकों को भी कई बार, विषय की बारीकियों और नए उदाहरणों के साथ केवल पाठ्य—पुस्तकों से समझाना कुछ अधूरा सा लगता है। ऐसी आवश्यकता महसूस होती है कि पुस्तक के विभिन्न पाठों में आवश्यकता पड़ने पर यदि डिजिटल कंटेंट तुरंत उपलब्ध हो जाय तो अध्ययन—अध्यापन की नीरसता समाप्त हो सकती है और कक्षा में रुचिकर वातावरण तैयार किया जा सकता है। कक्षा में छात्रों के अलग—अलग स्तर के अनुसार यदि गुणवत्तापूर्ण डिजिटल कंटेंट उपलब्ध हो तो, न केवल अध्ययन—अध्यापन और अधिक सशक्त होगा बल्कि कठिन बिन्दुओं को भी बेहतर ढंग से समझने—समझाने में सहायता मिलेगी। उर्जस्वित पुस्तकों (Energized Text Books) इस समस्या को हल करने की दिशा में एक पहल है। ऐसी पुस्तकों की संकल्पना, MHRD भारत सरकार के अध्यापकों को सक्षम करने के उद्देश्य से बनाये गए दीक्षा (DIKSHA) पोर्टल के लिए की गयी है।

दीक्षा के अंतर्गत ऐसी पाठ्य पुस्तकों की कल्पना की गयी है, जिनमें पाठ्यक्रम को और सशक्त करने की क्षमता हो। परंपरागत रूप से उपलब्ध पुस्तकों में QR कोड की सहायता से और अधिक सूचनाएं तथा अतिरिक्त प्रभावी सामग्री जोड़कर उन्हें और अधिक सिक्रय तथा उर्जावान बनाया जा सकता हैं। अध्यापकों की आवश्यकता के अनुसार उनके द्वारा चिन्हित पाठ के किठन भागों में QR कोड को प्रिंट कर दिया गया है, इन QR कोडस से विडियो, अभ्यास कार्यपत्रक और मूल्यांकन शीट को लिंक कर दिया गया है।

विद्यालय शिक्षा विभाग द्वारा, राज्य शैक्षिक अनुसन्धान एवं प्रशिक्षण परिषद्, हरियाणा, गुरूग्राम को मानव संसाधन एवं विकास मंत्रालयय (MHRD) के दीक्षा पोर्टल हेतु राज्य की नोडल एजेंसी बनाया गया है। इस सम्बन्ध में 12 जुलाई 2018 को शैक्षिक तकनीक (Educational-Technology) के राज्य संसाधन समूह (SRG) की एक संगोष्ठी आयोजित की गयी, जिसमें MHRD द्वारा हरियाणा राज्य के लिए नियुक्त टीम की सहायता से शैक्षिक सत्र 2018—19 हेतु राज्य के लिए एक दीक्षा कैलेंडर तैयार किया गया है इस सम्पूर्ण 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-कंटेंट तैयार करना।

विद्यालय अध्यापकों, डाइट एवं SCERT के विषय—विशेषज्ञों की एक टीम द्वारा कक्षा 1-5 तक की हिंदी, अंग्रेजी, गणित एवं EVS विषय पर तैयार राज्य की पाठ्य—पुस्तकों का बारीकी से पुनरावलोकन प्रारंभ हुआ और कार्यशालाओं में इस कार्य के प्रथम चरण को पूरा किया गया। राज्य भर से चुने हुए इच्छुक कर्मठ अध्यापकों के सहयोग से चरण—2 के अंतर्गत ई—कंटेंट को निर्मित व संकलित करने का कार्य जारी है। इस कार्य के प्रथम चरण को पूर्ण करने के लिए परिषद श्रीमती पूनम भारद्वाज, अनुभागाध्यक्ष, शैक्षिक तकनीक विभाग तथा श्री मनोज कौशिक, समन्वयक (QR Code Project) का आभार व्यक्त करती है। परिषद इस कार्य को पूर्ण करने के लिए श्री नंद किशोर वर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राम मेहर, वरिष्ठ विशेषज्ञ, डाइट, माछरौली, झज्जर, धुपेंद्र सिंह, डाइट, विषय विशेषज्ञ, मात्रश्याम, हिसार, नरेश कुमार, विषय विशेषज्ञ, डाइट, डींग, सिरसा, डॉ एम.आर. यादव, प्राध्यापक, रा.व.मा.वि. निजामपुर, नारनौल, महेंद्रगढ़, काद्यान यशवीर सिंह, अध्यापक, रा.व.व.मा.वि. व्राज्ञाम, डॉ पूजा नंन्दल, प्राध्यापिका, रा.क.व.मा.वि. झज्जर, विरेंद्र, बी.आर.पी. बी.आर.सी. सालहावास, झज्जर, किरण पर्कथी, अध्यापिका, रा.व.मा.वि. खेडकी दौला, गुरूग्राम, बिन्द दक्ष, प्राध्यापिका, रा.क.व.मा.वि. जैकबपुरा, गुरूग्राम का भी हदय से आभार व्यक्त करती है।

निदेशक एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम



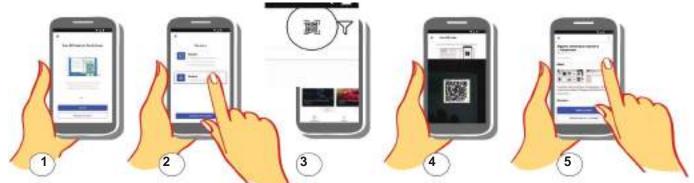
दीक्षा एप कैसे डाउन लोड करें ?

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

विकल्प 2: अपने एंड्राइड मोबाइल के Google Play store पर DIKSHA NCTE खोजें

और "डाउनलोड" बटन को दबाएँ।

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



DIKSHA App लॉन्च करें विद्यार्थी के रूप में जारी और ''गेस्ट के रूप में ब्राउज रखने के लिए विद्यार्थी पर करें' पर क्लिक करें।

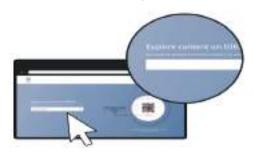
पाठ्य पुस्तकों में QR कोड डिवाइस को QR कोड की सफल स्कैन पर QR कोड से जुड़ी स्कैन करने के लिए DIKSHA दिशा में इंगित करें और QR डिजिटल पाठ्य सामग्री सूचीबद्ध है। App में दिए गए QR कोड कोड पर के ऊपर केंद्रित करें। Icon Tap करें

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

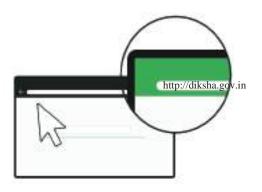


पाठ्य पुस्तक में QR कोड के नीचे 6 अंकों का एक कोड रहता है

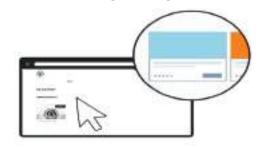
1 जिसे DIAL कोड कहते हैं।



3 सर्च बार में DIAL कोड टाइप करें।



2 ब्राउजर पर diksha.gov.in/hr/get टाइप करें।



4 सभी उपलब्ध पाठ्य सामग्री की सूची देखिए और किसी भी पाठ्य सामग्री पर क्लिक करे और देखे।

				TA	TABLE OF CONTENTS - 5	FENTS - 5			
Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
1.	Opening Day! Pg - 1	Poem	Joy and Happiness	SAQs	Antonyms, Word building	Identification of verbs and adjectives	Numbering rules of library	Picture composition	Ways for maintaining discipline in classroom
7	The Lion King Pg - 9	Prose	Conservation of wild life, Environment	True or false statements, SAQs	Word map, Matching animals with their babies and living places	Changing verbs into nouns	Listening and retelling a story, Describing a picture	Writing a paragraph on a visit to a zoo and description of a lion	Collecting pictures of animals and pasting them in the notebooks
3.	Flying Together Pg - 17	Prose	Adventure and wisdom	SAQs, True and false statements	Fill in the blanks using collective nouns, Forming new words, Picking opposite words	Preposition of time and place, Using comma and inverted commas, Rearranging jumbled words	Asking and answering questions, Listening to a passage and answering them	Picture composition and Do's and Don'ts to make grandparents happy	Discussing value of team work
4.	Our Friend, Computer Pg - 30	Prose	Science and Technology	True and False statements, SAQs	Making words from letters of a word, Changing verbs into nouns and using them in sentences	Using can/cannot, Identifying nouns, verbs, pronouns and adjectives, Use of shall/will	Pronouncing homophones, Talking about what students can/can't do	Writing paragraphs on 'Cell Phones' and 'Uses of Computer', Describing a favourite T.V. programme	Talking about a first hand experience of sitting in Computer Lab for first time
ŗ.	My Teacher Sees Right through Me Pg - 39	Poem	Moral values	SAQs	Using words as nouns and verbs, Using homophones in sentences	Using 'Wh' words for asking questions	Listening to and identifying the correct excuses	Describing the funniest excuse	Reading the story: The Wolf and the Shepherd
9	Alert Rabbit Pg - 46	Prose	Disaster management	Filling in the blanks with right options, SAQs	Listing things required in emergency, Categorizing natural and man-made disasters	Direct and indirect speech	Listening to an announcement and ticking the right option.	Writing a notice for flood victims, A paragraph on helping earthquake victims	Group discussion of difficulties faced during flood, Dramatisation of a group meeting of animals
	The Little Fir Tree Pg-58	Prose	Moral values, Nature	Choosing the correct option, SAQs, Listing actions that make someone happy unhappy	Opposite words, Making nouns from nouns by adding the suffix '-ian', One word substitution	The simple past and past continuous tense	Role play	Paragraph writing and Letter writing	Making a chart of a favourite tree and listing benefits of trees

Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
∞i	Haryali Teej Pg - 69	Prose	Art and culture: Festival	True and false statements, SAQs	Unscrambling words, Opposite words, Twin words	Classifying nouns and adjectives, The simple present tense, Rearranging jumbled words into sentences	Listening to an account and choosing correct options, Listing of festival activities and the dishes prepared during the festivals	A diary entry	Listing of festivals and why they are celebrated
6	Do Your Best Pg-81	Poem	Hard work and Punctuality	SAQs	Rhyming words, Opposite words, Names of festivals in a maze	Imperative sentences, Identifying nouns, verbs, adjectives, adverbs and Conjunctions	Reciting a poem, Solving Riddles	Writing a description, Forming questions, Paragraph writing on Preventing waste and save electricity	Identifying one's own abilities
10.	Kurukshetra: A Glimpse Pg - 93	Prose	National Heritage	True and false statements, SAQs	Names of items required in a trip, Adding suffixes and making sentences, Opposite words	Adverbs of manner, Conjunctions	Role play	Describing a place, Benefits of yoga	Collecting information about a planetarium and museum
11.	The Three Cries Pg - 103	Prose	Literacy	SAQs, True and false statements	Filling in the blanks, Puzzle on professionals, Opposite words	Adverbs of time and frequency, Prepositions of place	Responding to situations	Writing about things you can/cannot do	Making a poster on 'Education for All'
12.	The Unlucky Face Pg - 114	Prose	Beliefs and Superstition	MCQs, SAQs	Compound words, Prefixes to make opposites, Homophones	Using imperative (Let's), Direct and indirect speech	Role Play	Writing Do's and Don'ts for good eating habits	Sharing and listing stories based on superstitions
13.	A Lesson for My Teacher Pg - 128	Prose	Peace and Harmony	Fill in the blanks, SAQs	Identifying qualities of a person, Homophones	Changing positive sentences into negative, Making interrogative sentences from statements	Recitation of poem, Filling in the blanks	A biographical sketch, Story writing based on picture and hints	Discussing Teacher's Day Celebration
14.	Hot Air Balloons Pg - 140	Prose	Adventurous Sports	True and false statements, SAQs	Matching names of sports with their pictures, Using homophones	Matching questions with answers, Framing questions, Conjunctions	Role play	Writing about adventure sports	Collecting information about adventure sports

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.

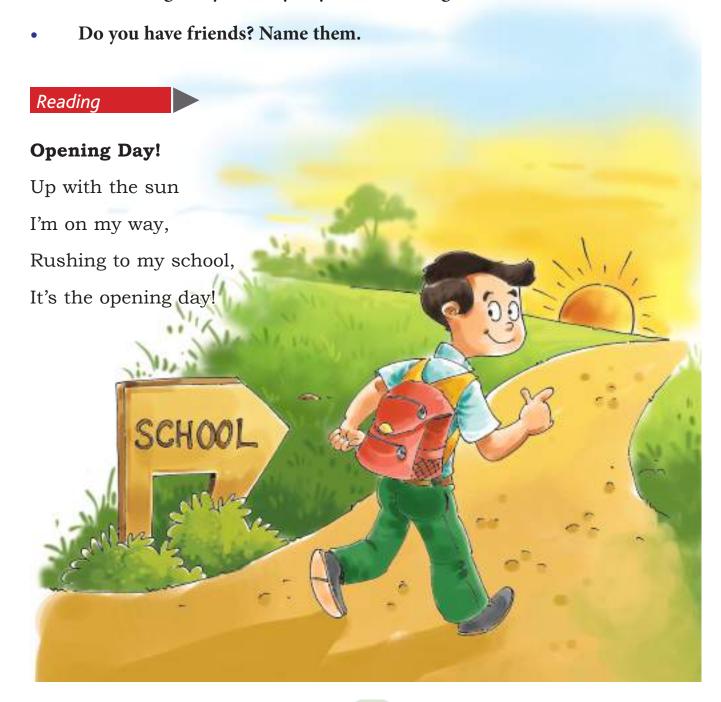
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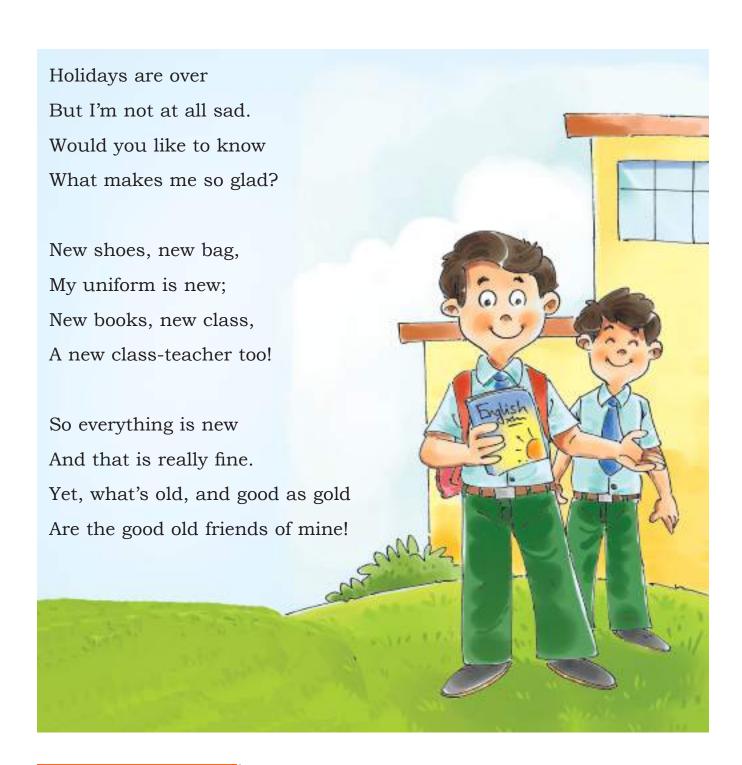
Opening Day!



Pre Reading

- How do you feel when you go to school?
- What things do you carry in your school bag?





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.

cl	ap	cl + ap = clap; cl + ip = clip; cl + ing = cling
br	ing	
pl	ay	
st	ip	
tr	uck	
th	at	
ch	en ick	
wh	ere	

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

up	glad
open	new
day	good
sad	friend
like	tall

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

Ve	erbs	Adje	ectives

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.

	Noun	Adjective	Sentence
1.	thirst	thirsty	Radha was hungry and thirsty.
2.	noise		
3.	dirt		
4.	dust		
5.	health		

- 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 Van and mar fui and

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?

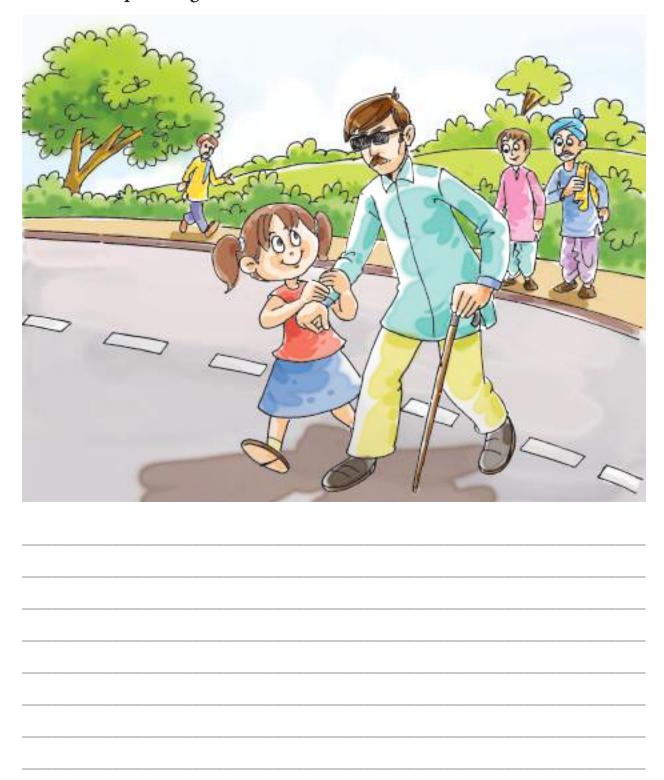
Karan Yes, I do. Who likes mangoes, Namita? Namita Everyone likes mangoes. What do you see in the sky, Tara? Tara Stars. Listen to the rules of the library and number them in the order in which II. you hear them. Do not carry bag inside. Leave the books on the desk after reading. Maintain silence in 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 Describe your school in the space given below. I.

Asha. Do you like flowers, Karan?

Rohit

Describe experience	how you fe e in the space	elt on the given belo	first day ir ow.	n your school.	Write

III. Look at the picture given below and write some sentences to describe it.



Follow Up

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

Conservation of Wild Life and Environment

The Lion King

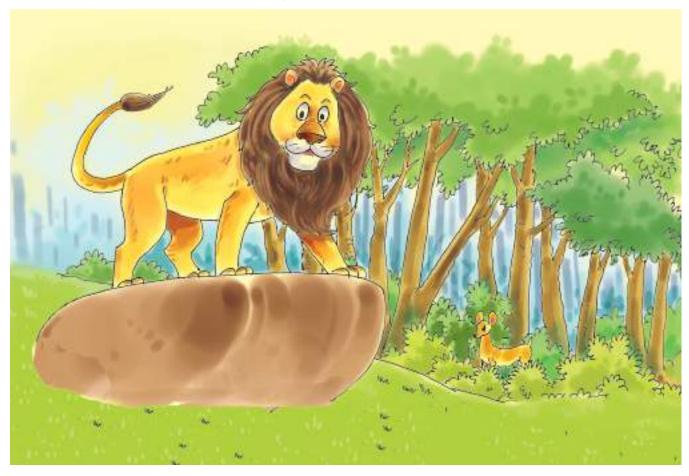


Pre Reading

- 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

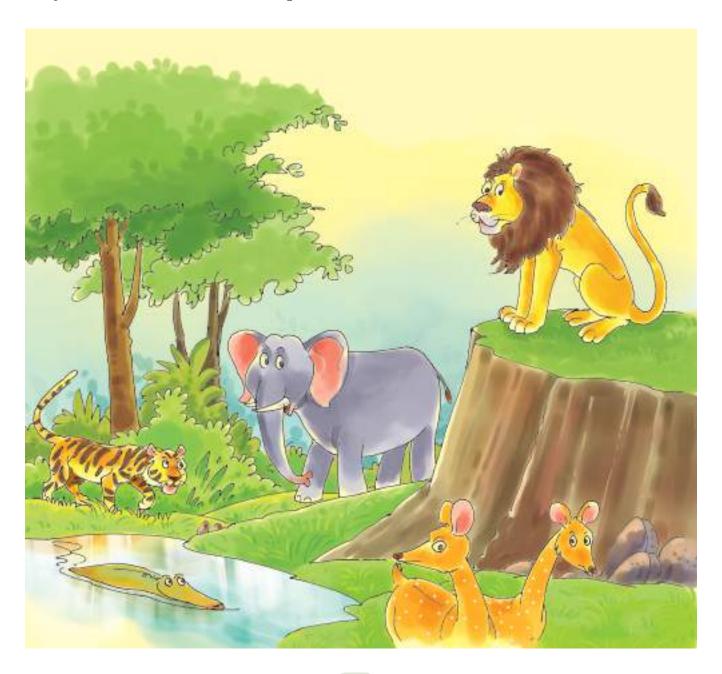
I am the king of the forest. My kingdom had once been very beautiful. The forest had been full of tall trees, taller than your tallest buildings. Well, not only tall trees, there were climbers, bushes, shrubs, and grass too. The forest looked beautiful with water springs, pools, hills, valleys, and many 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.

Word Meaning in Context

kingdom (ruled by a king/queen) a territory or state साम्राज्य

captured took as prisoners कैदी

fawns young ones of a deer हिरन के बच्चे

worshipped prayed पूजा की

selfish thinking of oneself only स्वार्थी

tusks outer teeth of an elephant हाथी के दाँत

claw a curved nail on the toe of an animal पंजा

decreased became smaller घट गया

smuggler one who sells and buys things illegally तस्कर

merciless showing no pity निर्दयी

destroy damage नष्ट करना

civilized polite/refined सभ्य

resources natural wealth संसाधन

benefits usefulness फायदे

Comprehension

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

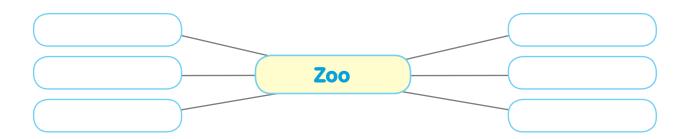
II. Answer the following questions.

- 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?

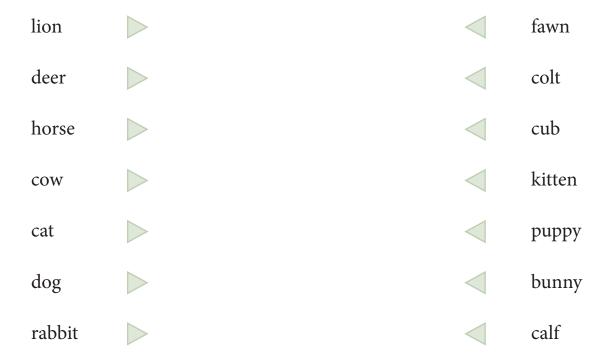
Vocabulary

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





II. Match the following animals with their young ones.



III. Match the following animals with their living places.



IV. Complete the following group of words (similes) by using appropriate words from the Help Box.

elephant	snail	lion	rabbit
bee	lamb	wolf	bat

- 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.

No	oun	Ve	erb
tribes		lived	

Listening and Speaking



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

Rita loved	her	Sheroo.
Every day, S	Sheroo woul	d go out of
the	and come	back on its
own. But or	ne day he di	d not come
home. Rita	looked ever	ywhere for
him	rolled	down her
cheeks. She	eroo was lo	st. He was
nowhere to	be found	. Rita was
wl	nen she read	ched home.
She got into	her	All of a
sudden som	nething jum	ped on her.
Can you gue	ess who it wa	as? 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:

- things you took with you
- with whom you went
- 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.

wild	CONTRACTOR OF THE PARTY OF THE
the king of forest	
brave, fearless, powerful	
sharp teeth and claws	
dense forest	
	the second second second
	the king of forest brave, fearless, powerful sharp teeth and claws

Follow Up

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

3

Flying Together



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?"

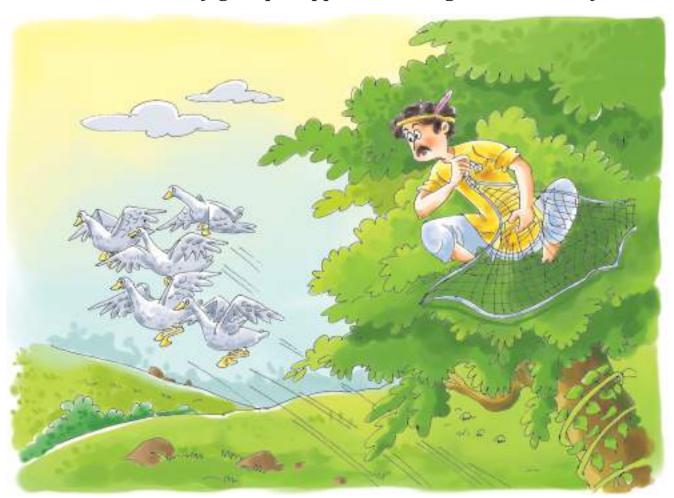
"Don't make a fuss now," said the wise old bird. "Long ago I told you to destroy the creeper, but you did not. Now see what has happened. Tomorrow morning the hunter will come back and kill us all."

"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 बत्तख creeper plant that need support to grow बेल winding curving घुमावदार 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 soft नाजुक tender

Comprehension

- I. State whether the following statements are true or false. Write T for true and F for false statement in the box.
 - There was no wise bird in the forest.
 A flock of parrots lived in the tree.
 The hunter climbed up the tree with the help of a ladder.
 When caught in the net, the foolish birds began to say "Help! Help!."
 The hunter did not throw the geese one by one on ground.
 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.

team	colony	bunch	pack	crowd
swarm	army	bundle	herd	group

- 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.

small	mall	all
price		
stable		
stone		
blink		
chair		
strain		
cheat		

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

domestic	bottom	
alive	earlier	
strong	front	
remember	thick	
save	slowly	

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 preoposition of place.

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

Prepositions of	
Time	Place
at 5 o'clock, at noon, in July, in the morning, on Sunday, on Diwali	at the corner, at bus stand, in Karnal, in the garden, on the wall, on a page

I.	Fill	l 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.		ok at the following sentences. The statements given in inverted commas 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.			
		inverted commas ("") and comma (,) in the sentences given by 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.









an old man	four sons	quarrelled
fell ill	sticks	broke
bundle of sticks	unable to break	decided not to quarrel
Once there was an	old man.	
They decided not t	o quarrel.	

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

Dos	Don'ts

Follow Up

Discuss in groups the value of team work.

Assessment

Max. Marks: 20

For Lesson 1-3

F)r	the	tea	cher
1.4			LEA	

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1	Ans	wer the following questions. (Attempt any four.)	$1 \times 4 = 4$
	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	Writ	te four words related to the given words.	
			2×2 = 4
	fore	st	
	Z00		
Q.3	Writ	te a short paragraph on 'A Visit to a Zoo'.	4

Q.4	Mak	e your own sentences using	the words given below.	1×4 = 4
	pray			
	tree			
	glad			
	climl	0		
Q.5	Fill i	n the blanks with suitable p	repositions.	4
	1.	My birthday falls	June 10.	
	2.	Christmas always comes	December.	
	3.	Hang this picture	the front wall.	
	4.	The frog jumped	the pond.	

Science and Technology

4

Our Friend, Computer



Pre Reading









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?

Reading

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 key board, 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

performto do कार्य करनाfunctionsactions काम

commands instructions निर्देश

soul spirit आत्मा

visually impaired blind दृष्टि बाधित

output production उत्पादन

efficient capable कुशल

device instrument यंत्र / उपकरण

Comprehension

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

03	
150	
	TOHIS

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.

Mouse					
some	sum	sue	use	us	
SO	me				
		Monito	r		
		Keyboa	rd		
		Comput	er		
Printer					

II. Study how the following verbs are changed into nouns.

Verb	Noun
inform + ation	information
apply + cation	application
act + ion	action
add + ition	addition
translate + ion	translation

Now, change the following verbs into nouns.

Verb	Noun	Verb	Noun
invite		subtract	
celebrate		collect	
imagine		examine	
multiply		calculate	
attract		pollute	

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 -	

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.

Noun	Pronoun	Verb

III. Read the following sentences.

- 1. I **shall** write a letter tommorow.
- 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.

I	eye
see	sea
too	two
dear	deer
check	cheque

son	sun
no	know
one	won
by	buy
not	knot

U	ups.						
Let each student tell the group what she/he can do/can't do. Students marchoose the activities from the box.							
Example (One student m	ay say,					
'I can climb a	tree.						
I can't swim.'							
draw picture	es	climb a tr	·ee	swim			
play badmir	nton	ride a bic	ycle	mimic an	imals		
act in a play	,	sing a sor	ng	run fast			
use a mobile	e phone	prepare tea		wash clot	hes		
make a gree	ting card	buy ticket	t	read Engl	ish		
ing							
	•	paragraph	on 'Cell Phor	nes' with the	e help of word		
Complete the from the box	х.		on 'Cell Phor				
Complete the from the box	x. cell phone	tell		waste			
Complete the from the box touch emergency	cell phone	tell time	children	waste come	help		
Complete the from the box touch emergency Cell phones	cell phone call	tell time us to ke	children play	waste come	help with ou		
Complete the from the box touch emergency Cell phones relatives and when we not	cell phone call friends. We eed. We	tell time us to ke	children play eep ourselves a doctor, our famili	waste come in a plumber of es/office w	help with ou or an electricia hen we are i		
Complete the from the box touch emergency Cell phones relatives and when we not	cell phone call friends. We eed. We Howeve	tell time us to ko	children play eep ourselves a doctor,	waste come in a plumber of es/office w a lot of	help with ou or an electricia hen we are i		

	Describe your favourite T.V. programme. You may include the followir 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.



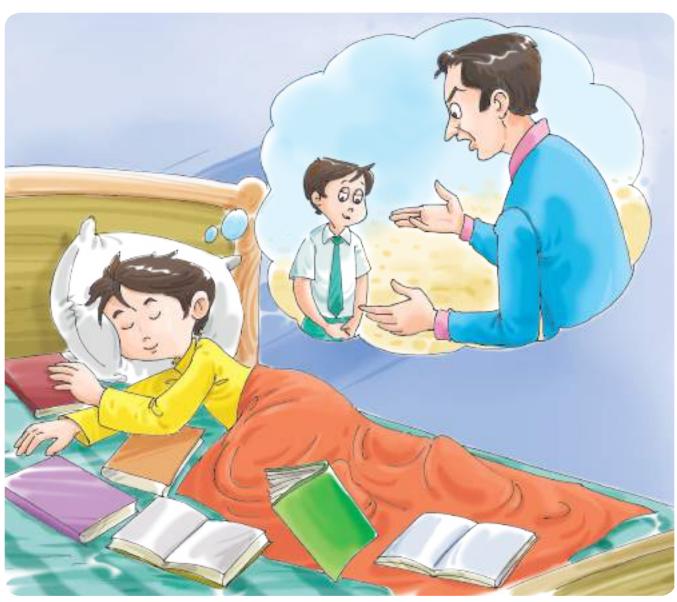
5

My Teacher Sees Right through Me

Moral Values



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?

Reading

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.



Word Meaning in Context

sees right through detects पकड़ लेते हैं / भांप जाते हैं

jog run slowly धीरे–धीरे दौड़ना

chores routine work दैनिक कार्य

fibs small lies ਗ਼੍ਰਰ

fool to deceive मूर्ख बनाना

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.

	meanings (homophones). For example:					
10	- It's hard to fool	the teacher.				
Too	- I answered him	, "It's much too hard."				
Son	ne more homophon	es are given in the bo	X.			
pr	incipal – principle	scene – seen	knew - new			
be	erth - birth	pane – pain				
 3. 	Can you give me	easing person I have of some medicine? I ha	ever ave a terrible	_ in		
4.	my stomach. Children broke th	ne window	while playing cricket.			
5.6.	•	to a girl child.	nis father in the Janta Expres	26		
7.			nous for his discipline.	,,,		
	T17 . C 11 .	he of	1.,			

The teacher _____ that she would top the exam.

Our neighbour bought a _____ car.

9.

10.

Here are some words which are used to ask questions.

Question Words	Used for	Examples	Answers
Who	person	Who is that boy?	My brother Sohit.
When	time	When is the party?	On Friday at 7 o'clock.
What	object, idea or action	What is on the table?	There is a pencil.
Why	reason	Why are you late?	Because I missed my bus.
Which	thing, choice	Which is your apple?	The green one.
Where	place	Where is your bag?	It is on the chair.

whi		e blanks	with the	.,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	y, where
1.	Q: _		is you	ır name?			
	A: <i>N</i>	Iy name	is Shalu.				
2.	Q: _		is you	ır school?			
	A: It	is on Tu	laram roac	1.			
3.	Q: _		is you	ır class tea	cher?		
	A: <i>N</i> .	liss Chan	idni.				
4.	Q: _		are yo	ou sad?			
	A: I	have lost	my pen.				
5.	Q: _		do yo	ou get up i	n the mornir	ng?	
	A: A	t 6 o'cloc	ck.				
_							
6.	A: E	nglish is	my favour	·	·		
Coı	A: E	nglish is the follo	my favour	ite subject.	the words §		
Coı	A: E	nglish is	my favour	ite subject.	·		
Coı	A: E	nglish is the follo	my favour wing ques What	ite subject.	the words a		
Con	A: E	nglish is the follo	my favouring ques What is the mo	tions with Why onitor of yo	the words a		
Con W	A: E	nglish is the follo	my favours wing ques What is the mo	tions with Why onitor of yo	How our class?		
Con W 1. 2.	A: E: mplete then	the follo	my favours wing ques What is the mo	tions with Why onitor of your eave your eave your	How our class?		
Con W 1. 2. 3.	A: E: mplete then	the follo	my favours wing ques What is the mo did you l is your fa	tions with Why onitor of your eave your eave your	How our class? classroom?		
Con W 1. 2. 3. 4.	A: E: mplete then	the followho	my favours wing ques What is the mo did you l is your fa	tions with Why onitor of your of avourite modified and to eat a	How our class? classroom? ovie?		
Con W 1. 2. 3. 4. 5.	A: E: mplete then	the followho	my favours wing ques What is the mo did you l is your fa is your be are you fa	tions with Why onitor of your of avourite modern to eat a seeling now	How our class? classroom? ovie?		

Listening and Speaking



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.'

Disaster Management

6 Alert Rabbit



Pre Reading



- 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?

Reading

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."

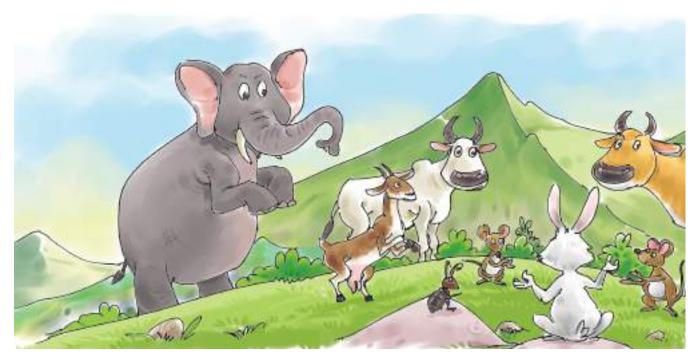
Headman Ant: (said politely) "No one is a burden. What would your grandchildren do without you?"

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

disaster calamity आपदा

sound sleep deep sleep गहरी नींद

drowsy sleepy नींद से भरा हुआ, उनिंदा

frightened scared भयभीत, डरा हुआ gathered got together इकट्ठा

valuables costly things कीमती सामान

panicterror आतंकmeetingassembly सभा

survival bag bag containing things for keeping oneself alive जीवन रक्षक थैला

hazardous dangerous खतरनाक

burden problem बोझ

evacuation route escape route निकास मार्ग

drills practice अभ्यास

Comprehension

I.	Complete the following	sentences	with the	appropriate	words 1	rom	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.



torch	medicine box	spoon	tooth paste	colours
radio	comb	milk	biscuits	knife
towel	clothes	family photo	mobile	books
water bottle	football	money	soap	cold drin
•	ral and the man	-made disaste	rs given below	and write
flood	fire	pollution	cloudburst	drought
gas leakage	tsunami	landslide	earthquake	
Na	tural disasters		Man-made d	lisasters
				• 1 .
-	ctionary to find our own senten			•
ise them in y	our own senten	Sentence I am very cu		ou. subout the
word	our own sentender	Sentence I am very cu	een done for y	ou. sout the
Word curious	our own sentender	Sentence I am very cu	een done for y	ou. sout the

watchful	
prepare	

Grammar

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."
- 3. "I do not like sweets," said Rekha.
- 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 (\checkmark) 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.	
Wr	riting	
I.	You are Siddharth, monitor of class flood victims in U.P. and Bihar. Fill for your school notice board requeseach for the flood victims.	in the blanks to complete the notice
		School
	NOTIC	.
		Date:
T	he school is for the _	in Bihar and U.P.
	ve have decided to collect and d	· ·
	iddharth Class V, Monitor	
II.	After a recent earthquake some peoup tents in your surroundings. Write help them to make them feel comfor	e in your own words how you would

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.

Assessment

Max. Marks: 20

For Lesson 4-6

_	4		4
Hor	the	teac	her

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1	Ans	wer the following questions. (Attempt any four.) $1 \times 4 = 4$
	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. $1 \times 2 = 2$
		1. It is a beautiful (scene/seen)
		2. Children broke the window (pain/pane)
	В.	Use the following words in your own sentences. $1 \times 2 = 2$
		soul
		principal
Q.3		ctuate the following sentences. Also use capital letter wherever essary. $1\times 4=4$
	a.	i told him my dog ate it

	b.	i do not like sv	veets said I	Rekha			
	C.	Shanti said rar	ni is five fee	t tall			
	d.	hello friends d	o you knov	w who I an	1		
Q.4	Fill in	n the blanks w	ith the foll	lowing 'W	h' words.		1×4 = 4
	Who	o When	What	Why	Where	Which	When
	1.	is	•	e?			
	2.	i	s your scho	ool?			
		It is on Tularan	n road.				
	3.	i	s your class	teacher?			
		Miss Chandni.					
	4.	a	re you saic	l?			
		I have lost my	pen.				
Q.5	Write	e a short parag	ıraph on tl	he 'Uses o	f Computei		1×4 = 4

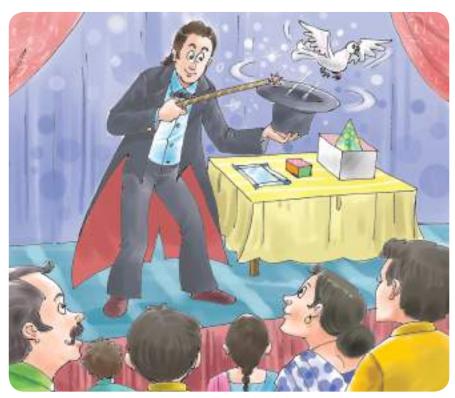
Moral Values

7

The Little Fir Tree



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

magician a person who performs magic tricks जादूगर
shelter a place that protects people or things आश्रय स्थल
pretty beautiful सुन्दर
reward prize प्रस्कार

reward prize पुरस्कार grant fulfil पूरा करना

instead in its place के स्थान पर



Comprehension

I. Tick (\checkmark) 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.

respecting elders	not saying 'thank you'
being polite	playing with friends
visiting a sick friend	not sharing things
watching television all day	telling lies
being greedy	being honest
being selfish	wasting water
caring for pets	getting angry
planting trees	laughing at others
keeping place neat and clean	throwing waste material here and there

Actions that make people happy	Actions that make people unhappy

Vocabulary

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.

Column A	Column B
magic	magician
music	
optic	
grammar	

Column A	Column B
comedy	comedian
history	
library	
custody	

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 <u>reached</u> (reach) home yesterday, my grandmother was <u>praying</u> (pray).
1.	What were you (do) when I (call) you last night?
2.	I (sit) in the café when the telephone bell (ring).
3.	When we (reach) the station, the passengers (board) the train.
4.	I (watch) T.V. when someone (knock) at the door.
5.	When the mother (enter) the room, the child (cry).

III. Read the following sentences.

The rain **stopped**. Shetty **was** happy

The verbs in bold are in the **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 **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	s (go) to the Pragati Maidan yesterday. But Deep					
our class monitor,	(1	(not come). I (medical) (medical) (medical) (decide) to visit Harya (ch) there soon. There was not a long query was eating ice cream. He (ask) him				
my cousin at Gate No.	6. We	(decide	e) to visit Haryana			
Pavilion. We	(reach) th	nere soon. There w	as not a long queue			
at the entrance of the st	all. A boy was	s eating ice cream.	. He			
(throw) the empty cup	on the groun	d. But I	(ask) him to			
put it into the dustbin. I	He	(not like) it a	at first but when we			
(explain	the importa	nce 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

Date:	
The Com	nissioner
Municipa	Corporation of Gurugram
Gurugran	1.
Yours tru	\mathbf{v}
10dio tiu	· 7

Prepare a chart of your favourite tree.

Write in your notebook any four benefits of trees.

Art and Culture: Festival

8

Haryali Teej



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?

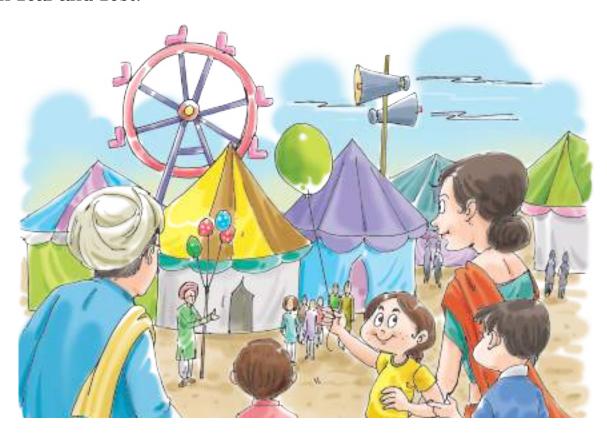
Reading

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

celebrated did something enjoyable उत्सव मनाया गया

insect small animal (e.g. a fly) कीट / कीड़ा

pleasant enjoyable सुहावना

legend story कहानी

dishes food items पकवान

occasion a particular time अवसर

shower rain वर्षा

festive joyful उत्सव जैसा

vendors persons who sell things in the street फेरी वाले

snapped cut काटा

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.	
5.	Everyone takes part in wrestling and kabaddi matches.	
7.	The <i>Teej</i> fair is full of noise and fun.	

Vocabulary

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

1.	rian	rain	2.	gaert	
3.	sngwis		4.	eonjy	
5.	vonerds		6.	ftleus	
7.	crbelatee		8.	rutren	
9.	ynoug		10.	bagnles	

11.	Com	ipiete tne	e sentences w	ith the opposit	tes of the und	erlinea words.				
	1.	It is ver	y <u>cool</u> in the s	hade while it is	very	in the sun.				
	2.	A cocor	nut is <u>soft</u> insi	de but it is very		outside.				
	3.	My scho	ool <u>opens</u> at 8	a.m. and	at 2	2:30 p.m.				
	4.	A neat a	and clean plac	ce looks <u>pleasar</u>	<u>nt</u> while a dirty	place looks				
	5.	His trousers are <u>loose</u> at the bottom but at the top.								
	6.	After the match, the winners were <u>happy</u> while the losers were								
	7.			hereas streets a	are	·				
	8.	An aeroplane which is generally very <u>large</u> appears veryin the sky.								
III.	Reac	Read the following twin words.								
		hustle a	nd bustle	far a	nd wide					
	want	t to say.	, ,	, c	C	emphasis to what we from the following.				
	thi	n	downs	crook	span	night				
	sho	ower	dears	butter	there					
	ups a	and	r	nears and	bre	ad and				
	sun a	and	t	hick and	spic	ck and				
	day a	and	h	nere and	by 1	nook or				

IV. Names of some festivals are hidden in the grid. Identify and circle them. One has been done for you.

L	X	Q	Е	Z	D	В	W	T
С	Н	R	I	S	T	M	A	S
U	D	W	D	Т	С	R	N	D
R	G	F	Y	I	T	В	D	I
D	U	S	S	Е	Н	R	A	W
Е	K	L	R	J	R	R	L	A
В	A	I	S	A	K	Н	I	L
P	O	N	G	A	L	J	A	I

Grammar

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

Тееј	rainy	happy	bangles	cloth	Haryana
colourful	children	big	old	balloons	sweet
pleasant	plant	cheerful	tasty	fair	suhalis

Noun	Adjective
Teej	old

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.

Subject	Verb	The rest of the sentence
I / You / We / They	learn	English at school
He / She / It, Rahul, Reema	learns	English at school

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.

go	goes	wash	washes	fix	fixes
catch	catches	kiss	kisses	buzz	buzzes

	2.	when verbs end in y preceding a consonant the y is replaced by ies.							
		marry		marı	ries	carry		carri	es
		study		studi	les	worry		worries	
	3.	When verbs	s end i	n 'y' p	receding a v	rowel 's' is ad	ded.		
		play	plays	S	enjoy	enjoys	say		says
	Now bracl		blank	s witl	the appro	opriate form	ns of	the vo	erbs in the
	1.	Rajan (live) in a village.							
	2.	I (play) kabaddi daily.							
	3.	We (sing) prayer in the morning assembly. The sun (set) in the west. The farmers (work) in their fields.							
	4.								
	5.								
III.	Rear	rrange the jumbled words to make meaningful sentences.							
	1.	rains/the/month/of/is/Shravan apply/girls/on their hands/mehandi fly/boys/kites							
	2.								
	3.								
	4.	goddess/Parvati/women/worship							
	5.	many/stalls	s/set u	p/in/t	he/fair/are				
	6.	greenery/al	ll/arou	ınd/is	/there				

Listening and Speaking

Christmas



I.		ten to Simran's a correct options.	ccount of how s	she celebrat	ed Gurpurab a	and tick (✓)	
	1.	When did Sim	ran go to <i>Gurud</i>	wara?			
		today		yes	sterday		
	2.	Why did she go	o there?				
		to offer pra	iyers	to	meet friends a	nd relatives	
	3.	Who blessed S	imran?				
		The Granth	ni	G	uru Granth Sah	nib Ji	
	4.	What kind of songs did Simran recite in the <i>Gurudwara</i> ? holy songs of Guru Nanak Ji holy songs of Guru Gobind Singh Ji					
	5. When did she come back?						
		in the even	ing	in	the afternoon		
II.	we the	h festival is knov prepare. First lisse festivals. Nex pared.	st the activities	that we do	and dishes we	prepare on	
	F	estivals	Activities		Dishes		
	Н	Ioli					
	В	aisakhi					
	R	akshabandhan					
	E	id					
	D	ussehra					
	D	iwali					

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.

You	ı wish to interview one of y	our class fello	ows on the following:
•	address	•	likes/dislikes
•	hobbies	•	daily routine
•	favourite game	•	favourite place
•	favourite festival	•	favourite T.V. Programn
	•		

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.

Sr. No.	Name of the Festival	Day/date of the Festival	Why is it celebrated?
1			
2			
3			
4			
5			
6			
7			
8			

9

Do Your Best

Pre Reading



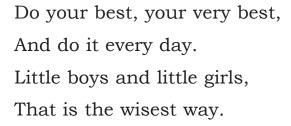






- What do you see in the above pictures?
- What is common in them?
- What message do you get from these pictures?

Reading



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 slights 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

goodwill	good wishes 'गुभ कामनाएं
shirks	avoids जी चुराता है
slights	takes lightly हल्के में लेता है
yield	to surrender समर्पण करना

sorrow	unhappiness दुःख
bravely	in a brave manner वीरता पूर्वक
tasks	pieces of work कार्य
grow	to become bigger बढ़ना

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.

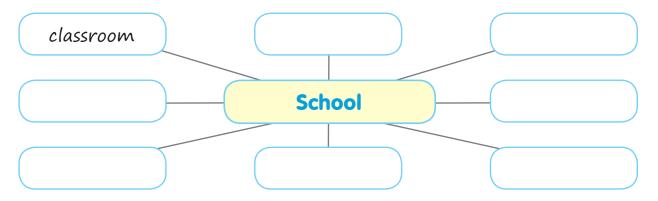
day	It is a fine day.
way	Hardwork is the right way to success.



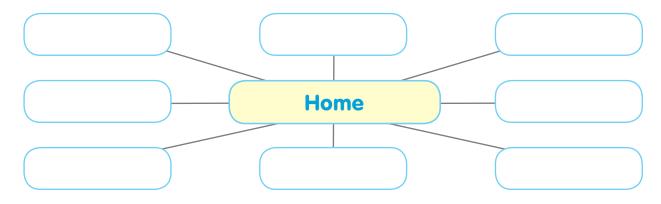
II. Circle the pair of opposite words.

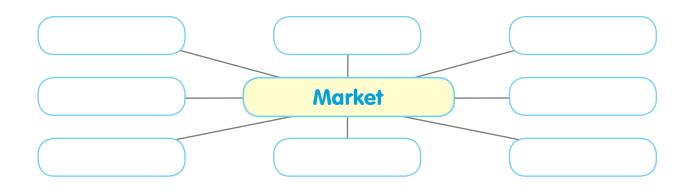
- 1. A stone is not soft. It is hard.
- 2. I keep my room tidy and I don't want you to make it untidy.
- 3. The moon is quite bright but some stars are dull.
- 4. He used to be an active kid but he has become quite lazy now.
- 5. I went to watch an interesting match, but I found it boring.

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



Now do the same with the following.





Grammar

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.

Noun	Verb	Adjectives	Adverb
boys	do	best	very
girls	is	little	
day		wisest	
way		every	

Now read other stanzas of the poem carefully and identify 'nouns', 'verbs', 'adjectives', 'adverbs' and write them in the table given below.

Noun	Verb	Adjectives	Adverb

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.

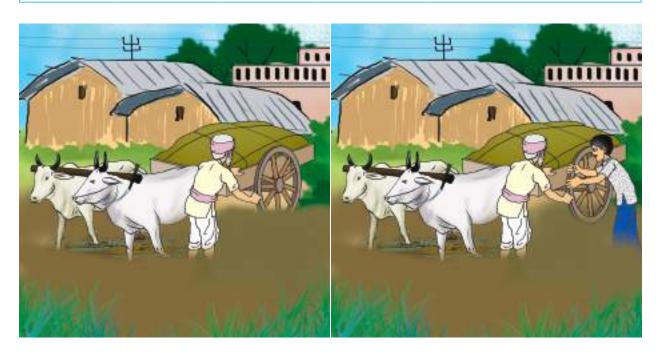
	2.	Geetika plays Badminton. Sarita plays Hockey.	(but, and)		
	3.	Mohan visited a zoo. Mohan saw a lion in a cage.	(but, and)		
	4.	He is clever. She is hard working.	(but, and)		
	5.	You can take a bus. You can take a train.	(and, or)		
	6.	You can wear a raincoat. You can carry an umbrella.	(and, or)		
	7.	Mohit couldn't attend the wedding. He met with an accide	ent. (because, so)		
	8.	It is raining. I will not be able to come to school.	(because, so)		
III.	Read	l the following sentences.			
	I saw	a farmer.			
	He w	vas working in the field.			
	We can combine these two sentences into a simple sentence. I saw a farmer working in the field.				
		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		
Liste	ning a	and Speaking		
I.	Recit	te the poem aloud and answer the questions given below the poem.		
	Who	has seen the wind?		
	Neith	ner I nor you:		
	But w	when the leaves hang trembling,		
	The w	vind is passing through.		
	Who	has seen the wind?		
	Neither you nor I:			
	But when the trees bow their heads,			
	The w	vind is passing by.		
		Christina Rossetti		
	1.	Have you ever seen the wind?		
	2.	How do we know the wind is passing through?		
II.		n and write the answers in the space given below.		
	Gues	s: Who am I ?		
	1.	2.		
	3.	4.		

Writing

I. Look at the pictures and complete the story. You may use the words given in the box.

rainy day stuck market mud beat severely vain helpless prayed came helped push move on



Once a cartman was driving his cart. It was a

1.	
2.	
3.	
4.	
5.	
Pre	venting Waste
exa not wat	erial. But sometimes we waste things even when they are useful. For apple, if we throw clean water, we will be wasting water. At times we do realize that we are wasting water. For example, if a tap is leaking, there is being wasted or if we leave a tap on for a long time, we waste water.
111 V	what other ways do we waste water? Write them below.
Son	netimes we waste electricity too.

_	1.0	
FO	llow	
101	LUVV	u u

abilities given below. Tick the abilities that you have.			
drawing	singing		
arranging and organizing things	gardening		
painting	playing a musical instrument		
Write some more abilities that you ha	ave but are not listed above.		

Assessment

For Lesson 7-9

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Attempt any four.)

Max. Marks: 20

 $1 \times 4 = 4$

	a.	What was the first wish of the fir tree?	
	b.	Why did the fir tree wish to have gold leaves?	
	C.	When is <i>Teej</i> celebrated?	
	d.	What dishes are prepared on <i>Teej</i> ?	
	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.	1/2x4=2
		reward	
		grant	
		snapped	
		legend	
	В.	Make meaningful words from the jumbled letters given	below. 1/2x4=2
		ynoug	
		cluod	
		gaert	
		lirabry	

Q.3	Con	piete the sentences with the opposites of the underlined words. $1\times 4=4$
	a.	My school opens at 8 a.m. and at 2:30 p.m.
	b.	A coconut is <u>soft</u> inside but is very outside.
	c.	Highways are wide whereas streets are
	d.	An aeroplane which is generally very <u>big</u> appears very in the sky.
Q.4	-	oose you visited a fair in your village/city. Write a diary entry to rd the events and your feelings.
Q.5	A.	Complete the following sentences using appropriate forms of verbs in the bracket. $1 \times 2 = 2$
		a. When I (reach) home yesterday, my grandmother was (pray).
		b. When the mother (enter) the room, the child (cry).
	В.	Complete the sentences given below. $1 \times 2 = 2$
		a. I wish
		b. I wish

National Heritage

10 Kurukshetra: A Glimpse



Pre Reading



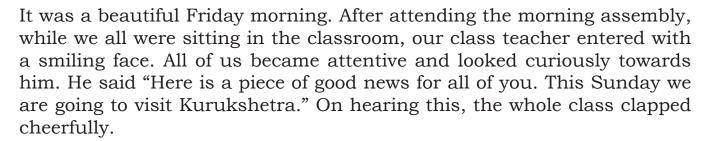






- Can you name the tourist spots shown in the pictures?
- Tell the names of places where they are located.
- Have you ever visited any one of them?
- Tell the name of any other historical place you may have already visited.
- Name the place(s) that you would like to visit.

Reading



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

curiously	eagerly उत्सुकता से
cheerfully	happily खुशी से
accompany	go along with साथ में जाना
fascinated	charmed आकर्षित हुए
panorama	a wide view दृश्यावली
chanting	recitation जाप
chariot	a type of transport used in
	the olden days रथ

litter	garbage कचरा
folk	traditional पारंपारिक
planetarium	a building containing
	images of night sky तारामंडल
	संग्रहालय
glimpses	short views झलक
preached	taught उपदेश दिया
memorable	worth remembering यादगार

Comprehension

PART OF THE PART O

I. Tick (\checkmark) 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.	
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.	
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.

Help Box			
ketchup	sandwiches	slippers	cold drinks
salt and pepper	juices	bed sheet	towel
knife	napkins	trash bags	paper soaps
serving tongs and spoons	torch	lock	pillows
disposable cups and plates	blanket	back pack	mat

Food and Beverages	Tableware	Cleanup	Miscellaneous

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

Verb	Noun	Sentence
Assemble	assembly	I delivered a speech in the morning assembly.
Attend		
Enjoy		
Enter		
Fascinate		
Imagine		

Announce	
Inform	

III. Look at the following words.

Word	tall	near	high	big
Opposite (antonym)	short	far	low	small

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

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

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

brac	kets.	
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)	
Read	l 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 a	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.	
and	sou can see, sentence 1 has been joined by adding 'As' at the beginning sentence 2 has been joined by adding 'As soon as'. Sentences can also bined by adding if, because, when, so etc.	
Com	plete 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,	_•

II.

- 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

•	ga is very good for health. Yoga is	· -
lov do	ga is very good for health. Yoga is ing, caring, sharing and growing. It i yoga daily in the morning under the ite the benefits of Yoga in the space gi	s a lifelong practice. You should guidance of an expert teacher.
lov do Wr	ing, caring, sharing and growing. It i yoga daily in the morning under the	s a lifelong practice. You should guidance of an expert teacher.
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II.



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,

11 The Three Cries

Literacy



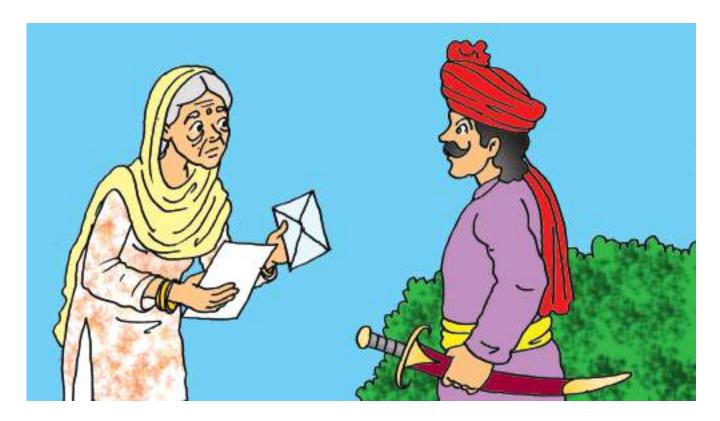
Pre Reading

- 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.

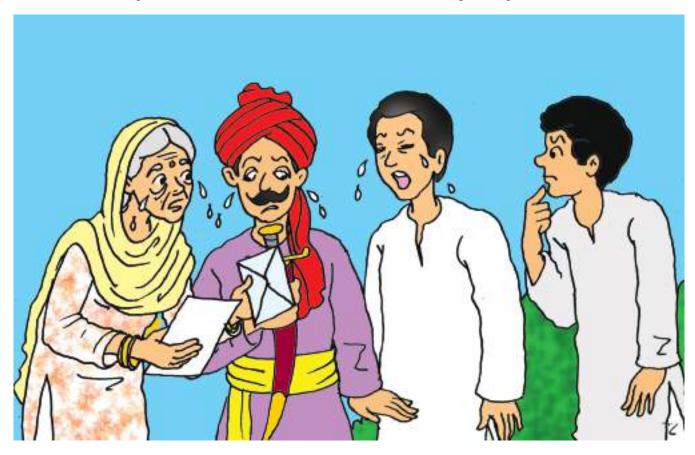
But the warrior did not answer. He only cried more. Now the old woman was worried. "I am sure, I am sure! Something dreadful has happened to my son." She began to cry too.

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

warrior	soldier सैनिक, योद्धा
welled up	to fill up, gush with something भर आना
bitterly	extremely फूट–फूट कर, जोर से
shocked	a sudden or violent disturbance of mind आघात लगा
dreadful	fearful डरावना, भयानक
pedlar	a person who travels from place to place about selling things, hawker फेरीवाला
decided	make up one's mind निर्णय किया
ashamed	feeling shame लज्जित, शर्मिंदा

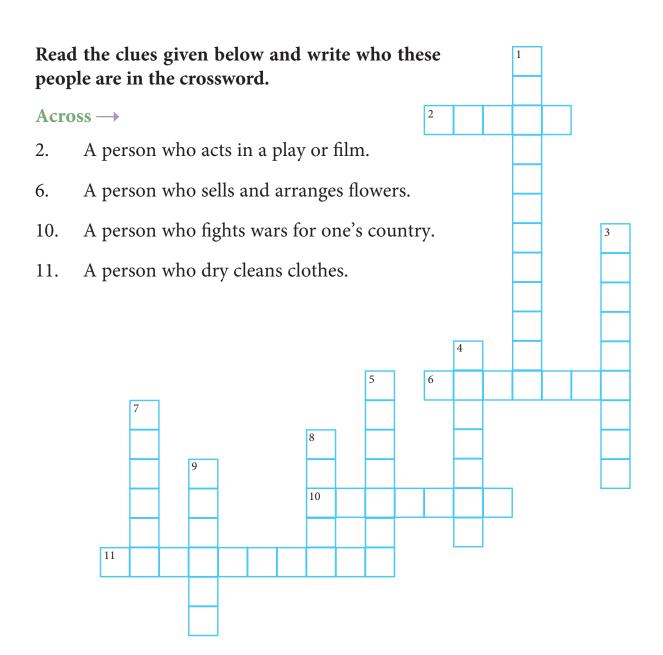
Comprehension

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?



11.	box		ving statements.	. Write 1 for true a	and F for false in	i tne		
	1.	The old we	oman got a letter	from her son.				
	2.							
	3.							
	4. The pedlar set out to sell earthen pots.							
	5.	The warrio	or was illiterate.					
Voc	abula	ary						
I.	Fill	in the blank	cs choosing the w	vords given in the b	ox.			
	ins	stead of	always	sure	grateful			
	ma	akes up	amused	amused shocked				
	1.	Rohan		gets up early in the morning.				
	2.	No one ta stories.	kes interest in hi	m as he always		fake		
	3.	I am		to you for your kind	favour.			
	4.	They spend	d all their time pla	aying	studying.			
	5.	He was		of his success.				
	6.	Children v	vere	by the mag	gic tricks.			
	7.	I was		at his poor perform	ance.			
II.	A po	erson who fig	ghts for his counti	ry is called a warrrio	r.			
	A po	erson who tr	avels from place t	o place selling things	is called a pedlar .			



Down 1

- 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	<u>sells</u>
	them in the market	at higher ra	tes.						

- 2. Ali Baba was <u>poor</u> but he became _____ after he found the magic cave.
- 3. Rinki is <u>always</u> late for school but _____ late for meals.
- 4. In this house all the bedrooms are <u>downstairs</u> and the drawing and dining rooms are _____.
- 5. In spring, the days are often <u>warm</u> but the nights can be _____.

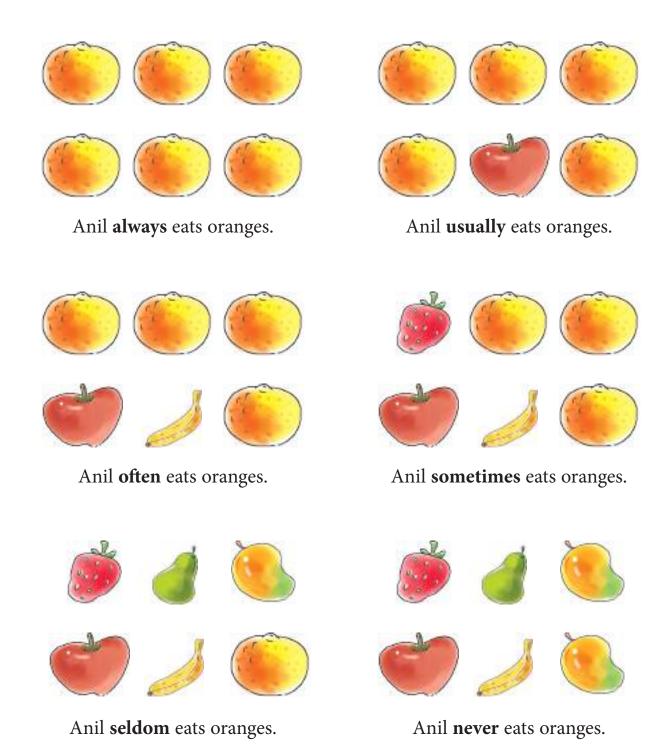
Grammar

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.



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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.

Adverbs of time	Adverbs of frequency

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

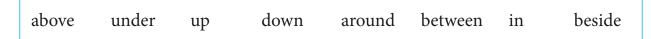
Raj Kumar lived with his wife Hema and his children in a village near Hoshiarpur. He was a young man but never took interest in reading and

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.





The students are sitting _____ the classroom.



The baby came and sat _____her mother.



Those who are _____ eighteen cannot take part in the competition.



Hold the pencil _____ the thumb and forefinger.



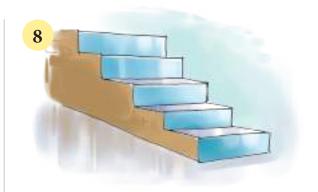
Go _____ this hill to get to the temple.



The kitten hid _____ the sofa.



Take a walk _____ the garden.



Go _____ the stairs if you want to reach the basement.

Listening and Speaking

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.

read English newspaper	write a message
draw a picture	make a paper doll
make a poster	speak English
solve puzzles	sing a song

Things you can do	Things you cannot do
1 can	I cannot

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."

Beliefs and Superstitions

12 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?

Reading

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

cramps sudden strong muscular pain जकड़न / खिंचाव

wailed cried चिल्लाया

shocked looked sad or upset अचंभित / हैरान

consoled made (him) feel less sad सांत्वना दी

executioner a person who has the job of killing criminals जल्लाद

summoned sent for बुलाया

innocent free from guilt मासूम, निर्दोष

immediately soon/at once शीघ्र, तुरंत

dragged pulled with difficulty खींचा

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	y choosing	the a	ppro	priate o	ption.
		O			, ,			L

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.

wash	made	wide	table	word
day	hood	thing	lines	

head____ home___ world___

white _____

pass____

child_____

7

time_____

every_____

II.	Make as many compound words as you can by combining words from the
	box. One has been done for you.

news	brush	some	time	where	tooth	father
mother	any	talk	key	one	how	son
grand	ever	daughter	board	paper	thing	

newspaper	 	
' '		

III. Read the following words.

disobev	impossible	unlucky
disobey	impossible	uniucky

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

dis + obev	im + possible	un + lucky
alo i obey	mi i possibie	all I facity

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

connect	proper	honest	happy	mortal	known	kind
balance	able	perfect	clean	grace	moral	appear

dis	im	un

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

- incorrect, incomplete, invisible
- irregular, irresponsible, irrelevant
- illegal, illiterate, illegible

	brac	kets.					
	1.	Mandeep is weak in class.	x in studies becaus	e he is	(regular)		
	2.	Don't leave your	work	(complete).			
	3.	The teacher adv	mprove his writing bed	cause it was			
	4.	No one trusts a _	((honest) person.			
	5.	I'msickness.	(able) to c	ome to school today be	cause of my		
	6.	If you work hard	, nothing is	(possible).			
IV.		e words with the has been done fo		lifferent in meaning a	nd spelling.		
	who	le <u>hole</u>	new	would			
	bert	h	see	off			
	fair		heal	so			
	knov	W	made	maid			
	by		sent	sail			
Gra	mmar						
I.	Reac	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 exp	ress the suggestion	to play.			

Fill in the blanks with the opposite forms of the adjectives given in

'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:

II.

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, "	·	
	e sentences using the chunk 'Let's' and the verbs given in has been done for you.	the t	orackets.
1.	It is morning. Let's go for a walk.		(go)
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.



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.

	Dos	Don'ts
1.	Always wash your hands before eating anything.	Don't over eat.
2.		
3.		
4.		
5.		

- 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.

Assessment

Max. Marks: 20

 $1 \times 4 = 4$

For Lesson 10-12

F	Or	the	tea	cher
	.,.		LEA	

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Do any four.)

	a.	What does the Bhagava	nd Gita teach us?			
	b.	Where did Lord Krishna preach Arjuna the Bhagavad Gita?				
	c.	What did the old woma	n get one day?			
	d.	What things did the peo	dlar sell?			
	e.	What did people believ	e about Hirachand?			
	f.	Who saved Hirachand?				
Q.2	2 Write opposites of the following words by using prefixes (dis-, im-).					
	conn	ect	happy			
	balar	nce	perfect			
	able		known			
	kind		mortal			
Q.3	Read the descriptions and guess the names of the following persons. $1\times4=4$					
	1.	. A person who acts in a play or film.				
	2.	A person who clicks pho	otographs.			

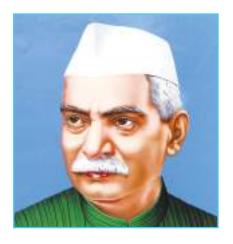
	3.	A person who mends shoes.	
	4.	A person who treats patients.	
Q.4	Circ	le adjectives in the following paragraph.	4
	we a face "Her	as a beautiful morning. After attending the morning assembly, while all were sitting in the classroom, our class teacher entered with smiling. All of us became attentive and looked curiously towards him. He said the is a piece of good news for all of you. This Sunday we are going the Kurukshetra. On hearing this, the whole class clapped cheerfully.	g d,
Q.5		may have visited some places with members of your family. Writ scription of your visit focusing on the following points.	e
	• W	/hen you went	
	• V	ehicle used	
	• S	cenes on the way	
	• T	hings you saw after reaching there	
			_
			_
			_
			_

Peace and Harmony

A Lesson for My Teacher



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 ठहरना

looked with the eyes wide open घूरा, एकटक देखा stared

suspiciously doubtfully संदेह से

probably most likely सम्भवतः

chanting singing गुनगुनाते हुए

hymns songs in praise of God/religious songs भजन

glance look झलक

recounted told in detail विस्तारपूर्वक बताया

incident an event घटना

immediately at once तत्काल, तुरंत

terrified feared भयभीत

discussion talking about something चर्चा

saying sorry माफी मांगना apologize

stern strict सख्त

harmony peace शांति

hugged embraced गले लगाया

a. temple street

Comprehension

1.

I. Fill in each blank with the correct option.

Kalam lived on ______ in Rameswaram.

b. church street

c. mosque street

2. Ramanadha Sastry was the son of _____

b. a head priest c. a teacher a. a cloth merchant

3. "No child is less than another in God's eyes." ____

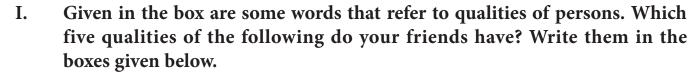
said these words.

b. the head priest c. Kalam's father a. the teacher

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



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

Qualities					
Name of Friends	1	2	3	4	5

II. Fill in the blanks with correct words given in the brackets. One has been done for you.

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

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

 m _o s q _u e
 s_h_ol
 st_an___r

 ch_n_ing
 pr_e_t
 sa_r_d

 i_med_a_ely
 dis_u__in
 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 + $I^{\,st}$ form of verb.

1.	I did not live on the mosque street.			
2.	He did not wear a scared thread.			
3.	Не	He did not go around the class.		
4.	I die	d not pick my books.		
I.	Nov	v 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.		w make as many questions as you can on the above statements. One 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.		

3.	Aryan listened	to a song.		
4.	The artist mad	e a beautiful portrait.		
Rea	d the sentences	given below.		
1.	I do not have	any money.		
2.	Hemant did n	ot talk to his friend yesterday.		
3.	She does not t	ell a lie.		
4.	There is no cloud in the sky.			
5.	I cannot solve this sum.			
Her	e the words in b	old show that these are negative sentences.		
Nov	w 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	Ī	know anything about the accident.		

III.

IV. Complete the table given below. One has been done for you.

Positive form	Negative form	Contracted form
do	do not	don't
is		isn't
	was not	
can		
		didn't
would		
	has not	hasn't

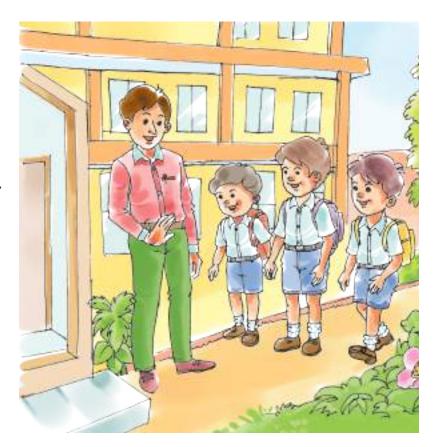
Listening and Speaking

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 stu	dents most	and	
and love them as their	own <i>N</i>	We owe them more than	our
parents.	_ bring us up and giv	e us food and drink for	our
, but tea	chers enlighten our hea	arts with a	and
remove all sorts of ignor	ance. The	that we do at schools a	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.

Name	Kalpana Chawla, Indian American Astronaut
Born	March 17, 1962, Karnal, Haryana
Education	Schooling- Tagore Bal Niketan, Karnal
Degree	Punjab Engineering College- Chandigarh in 1982 Ph.D from USA

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.



I. 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.

Name	A.P.J. Abdul Kalam
Born	October 1931, Rameswaram, Tamil Nadu
Education	Schwartz High school, Graduated from St. Joseph College, Tiruchirapalli
Career	Joined DRDO as a scientist. Joined ISRO in 1969
Political life	President of India from 2002 to 2007
Title	Missile Man of India
Award	Bharat Ratna
Died	27 July 2015

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.

14 Hot-Air Balloons



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?

Reading

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

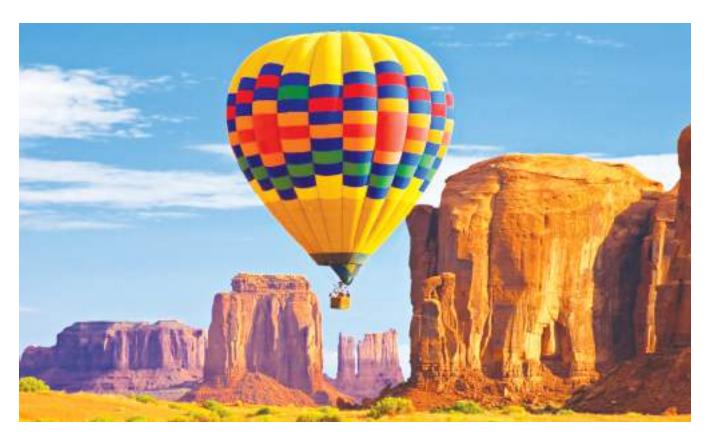
ballooning.

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

Example 1: 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

adventure	a hard but enjoyable task	साहसिक
-----------	---------------------------	--------

exciting thrilling रोमांचक

training special drill प्रशिक्षण

huge very big विशाल

material substance सामान / पदार्थ

attached	connected जुड़ा हुआ
rooster	cock मुर्गा
guy rope	a special type of rope एक वि ⁹ ों प्रकार की सस्री
manned	controlled संचालित
certainly	surely निश्चित रूप से

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?
- 5. Can we fill the balloon with Hydrogen gas? Why/ why not? Give a reason for your answer.

I. Match the names of following adventure sports with their pictures.



skiing

river rafting



mountaineering

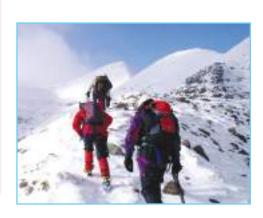
sky diving



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	
J.	too	
6.	know	
0.	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.

modern	large	small	interesting
exciting	beautiful	ugly	boring
cheap	polluted	elevators	expensive
quiet	farm houses	skyscrapers	noisy
calm	huts	bullock carts	crowded
busy	relaxed	clean	dairies
malls	wells	ponds	metro rail
flyovers	subways		

Village Life		City Life	

Grammar

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'.

I. Match questions with their answers given below.

II.

	Questions	Answers
1.	Is your uncle a teacher?	It's Mohan's.
2.	Are you the class monitor?	On 2nd March 2006
3.	How many pens do you have?	Some toys, please.
4.	What is your father?	I wasn't well.
5.	What do you want?	She is eight.
6.	Where is your school?	No, he is a shopkeeper.
7.	Whose bike is that?	He is a farmer.
8.	When were you born?	Yes, I am.
9.	How old is your sister?	Seven.
10.	Why were you absent yesterday?	Behind the temple on the Bank Street.
	the answers given below. Frame questions for sin the answers. One has been done for you.	cusing on the underlined
Q.1	What did Rani buy yesterday?	
Ans:	Rani bought <u>a new bicycle</u> yesterday.	
Q.2		
Ans:	Miss Sunita teaches us English.	
Q.3		
Ans:	My uncle came to India <u>last month</u> .	
Q.4.		
Ans:	She is my friend Leena	
Ans.	The grandmother is <u>telling a story</u> .	
Q.6		
Ans:	They are <u>in the football ground</u> .	

Q.7		?
Ans:	I am doing my homework.	
Q.8		
Ans:	We ate <u>rajmah-rice</u> yesterday.	
Read	I the following sentences.	

- 1. The bus stopped **and** the man got off.
- 2. Do you want tea **or** coffee?

III.

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.

Noun	Verb

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.

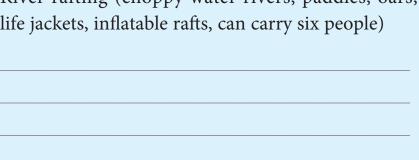
Given below are some lines on Ballooning:

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.
 - Skiing (skiis, ski boards, worn on feet, ski poles in 1. 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)





Mountaineering (high mountains, steep rocks, 3. helmets, backpacks, ropes, waterproof tents, pulleys, compass, wind cheaters, special snow clothes and boots, ice axes, harnesses) Sky diving (jump from sky, a moving aeroplane, 4. formations in the air, parachute, helmet, harness, other protective gear) Hang gliding (flying like a bird in the sky, hang 5. glider, helmet)

Write a short paragraph on your favourite game.				
- <u></u>				

Follow Up

Collect some pictures and information on the adventure sports from other sources and have a discussion about them in group.

Max. Marks: 20

For Lesson 13-14

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Attempt any four.)

 $1 \times 4 = 4$

- 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.

1/2x8=4

know _	
no _	
one _	
won _	

0.3	Write 4	sentences	on balle	oonina	usina t	he word	ls aiven	below
4.5		Jeniteniees .	J	909	459		9	DC:OII

 $1 \times 4 = 4$

	hug	e hot air	basket	high	land	safely
4	Fill i	n the blanks with	'but', 'and', '	or'.		$1 \times 4 = 4$
	a.	The air is fresh		cool.		
	b.	You	your broth	er has stolen ı	my pen.	
	C.	My friend is poor		intelligent.		
	d.	Follow the traffic	rules	you w	ill be fined.	
5	Mato	:h questions with	their answ	ers.		1×4 = 4
	Ques	stions			Answers	s
	What	t is your father?			She is ei	ght years old.
	Whe	n were you born?			He is a fa	armer.
	How	old is your sister?			Behind t	the temple.
	Whe	re is your school?			On 2nd	march, 2007

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



- 1. I am soft and very, very light. I help birds fly.
- 2. I am soft and square in shape. I am friends with your hands.
- 3. I am soft and smart. I can see in the dark. I like two things that begin with 'm'.
- 4. 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.

Mini Dictionary

A		
a bit	adv. a small amount of anything opp. a lot	थोड़ा
accompany	v. to go along with	साथ जाना
adventure	n. something that is exciting and newpl. adventures	साहसिक काम
advice	n. suggestions to help you decide, what you should do v. advise	सलाह, परामर्श
afraid	<i>adj.</i> full of fear <i>opp.</i> fearless	डरा हुआ
along	<i>prep.</i> by the side of, in line with the direction	के साथ–साथ
alert	adj. watchful, aware of a dangern. the state of being watchfulv. to make aware	सजग
amuse	ν. to make someone smile or laugh <i>n</i> . amusement	आनंद देना
announce	v. to make known publicly, to declare n. announcement	घोषणा करना
anxious	adj. worried opp. carefree	चिंतित
appear	v. to come into view opp. disappear n. appearance	दिखाई देना, प्रकट होना
appliance	n. a household instrument or toolpl. appliances	घरेलू यंत्र
assemble	v. gather, collect	एकत्र करना, इकट्ठा होना
attach	v. to fasten, to join n. attachment opp. detach	साथ जोड़ना
attire	n. dress, clothes	पहनावा, परिधान
В		
beg	ν. asking people for money or food, a polite request	भीख माँगना नम्र निवेदन

	ν. to start something or some work	
begin	opp. end	शुरू करना
behind	prep. at the back of	के पीछे
bennia	<i>opp</i> . in front of	क पाछ
	<i>n</i> . curve or turn	
bend	v. to become curved	मोड़, झुकना
	opp. straight	
beneath	prep. below, underneath	नीचे
	opp. above	
	n. advantage or profit	
benefit	pl. benefits	लाभ
Delient	<i>opp.</i> loss <i>v.</i> to gain advantage, to profit from someone	लाभ लेना
	or something,	
	<i>n</i> . flowers of a fruit tree	खिलना, विकसित होना,
blossom	v. to bloom	फूल
	n. a soft gentle wind	शीतल, मंद पवन
breeze	ν. to go past quickly	तेजी से आना या जाना
	<i>n</i> . a stiff, long handled brush that is used for	
broom	sweeping	झाडू
	pl. brooms	
bug	n. a little insect	कीड़ा, कीट
- Jug	pl. bugs	पगज़ा, पगट
burden	n. a load	भार, बोझा
burn	ν. to be on fire	जलाना
buy	v. to get something by paying money	खरीदना
- Cuy	opp. sell	
buzz	n. a buzzing sound	भिनभिनाहट
	v. to make a humming sound	भिनभिनाना
C		
	v. to catch and hold on to someone or	
capture	something	पकड़ना
	opp. release	
cargo	n. goods carried in a ship or a vehicle	माल / जहाज में लदा
	8-1 as taring in a simp of a remote	माल

carton	n. a cardboard box	गत्ते का डब्बा
celebrate	pl. cartonsv. to do something enjoyable for a special reasonn. celeberation	समारोह मनाना, उत्सव मनाना
certain	v. sure or definite opp. uncertain	निश्चित, पक्का
chant	n. a song in a rhythmic monotonous tone v. to sing musically	एक ही लय में गाए जाना वाला गीत गाना (मंत्र या भजन)
chariot	n. two wheeled horse-drawn carriage	रथ
cheer	n. a shout of praise v. to shout in praise or support happily	खुशी में की गई प्रशंसा समर्थन में खुशी से चिल्लाना
chew	ν. to grind with teeth	चबाना
chick	n. a young birdpl. chicks	चूज़े
chilli	n. red pepper	लाल मिर्च
chore	n. a small odd job or routine taskpl. chores	साधारण कार्य
chug	v. making a short repeated sound of an engine	छुक–छुक की आवाज़ करना
civilized	adj. well mannered, politen. civilizationopp. uncivilized	सभ्य, विनम्र
clasp	n. a tight hold, a metal fastener to hold two things togetherv. to hold tightly	बकसुआ कस के पकड़ना
claw	n. long curved pointed nails of animals or birds	नाखून (पंजा)
climb	n. an act of climbing v. to go up	चढ़ाई चढ़ना
cling	ν. to hold tightly, stick to something	पकड़ना
command	v. to order someone to do what you want n. commander	आदेश देना
communication	n. exchange of ideas or feelings	संचार, संप्रेषण

condition	<i>n</i> . present state of things, a term	स्थिति, शर्त
console	v. to give comfort or sympathy to (someone)	सांत्वना या दिलासा
CONSOIC	in times of disappointment or sadness	देना
	n. a box or a bottle a large box to transport	
container	goods	बर्तन, धारक, पात्र
	<i>pl.</i> containers	
convey	ν. make known ideas or feelings to another	संदेश देना
	n. land occupied by a nation	
country	<i>pl.</i> countries	देश
countryside	n. rural areas	देहात का क्षेत्र
courtyard	ν. an area without roof and enclosed by walls,	ऑगन
	v. to have sudden painful contraction of	ऐंउन होना या रुकावट
	muscles, cause a hinderance	खड़ी करना
cramp	<i>n.</i> sharp pain in the abdomen or a confined	पेट में ऐंठन, खिंचाव,
	position	तंग जगह
creep	ν. to move slowly and quietly	रेंगना, सरकना
creeper	n. a plant which climbs up trees or walls	लता, बेल
		जहाज में इधर–उधर
	ν. sail about or roam around,	घूमना
cruise	travel at a high speed	तेज़ गति से यात्रा
		करना
currency	n. money used in a country	किसी देश की मुद्रा
curious	adj. eager to know, inquisitive strange	उत्सुक, जिज्ञासु
	<i>n</i> . bend, turn	,
curve	pl. curves	मोड़, घुमाव
D		
deafening	n. a loud noise	बहुत ज़ोर की आवाज़
sound	. 1 1 11 1 .	
decrease	v. to become less or smaller or shorter opp. increase	छोटा होना, कम होना
delight	n. great pleasure	प्रसन्नता
demand	ν. to ask for, to call for	मांगना
demon	n. evil or wicked person	शैतान
delicious	adj. tasty	स्वादिष्ट

	ν. to show in a picture,	चित्रित करना, वर्णन
depict	describe in words	करना
dirt	n. dust or mud	धूल, गर्दा, कीचड़
disaster	n. an unexpected event such as flood, fire	आपदा, दुर्घटना
dish	n. a plate or bowl that is used to hold food, a kind of foodpl. dishes	बर्तन, व्यंजन
distance	n. space between two places or pointsadj. distant	दूरी, फासला
destination	<i>n</i> . the place someone is going to	गंतव्य 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 औज़ार, युक्ति
drag	ν. to pull something along the ground	घसीटना
drill	n. a tool used to make holes	बरमा, छेद करने का औज़ार
drowsy	adj. feeling sleepy, lethargic	उनींदा, सुस्त
dump	n. a heap of rubbish ν. to throw away	कूड़े का ढेर फेंक देना
dusty	adj. full of dustn. dust	धूल भरा
E		
earn	ν. to get money for one's labour opp. spend	कमाना
ease	n. comfort ν. to feel relaxed	सुख या आराम आराम से
echo	n. a reflected sound, a sound whichpl. echoes comes back from a deep well or valley	गूंज, प्रतिध्वनि
efficient	adj. capable of producing a satisfactory result	योग्य, कार्य कुशल, काबिल
effigy	n. a rough model of a disliked personpl. effigiesan image in wood, metal or stone	पुतला

effort	n. use power to do something, attemptpl. efforts	प्रयास, प्रयत्न
elbowing	v. to force one's way through a crowd	भीड़ में अपना मार्ग बनाना
elevator	n. a moving platform from one floor to another in a building	लिफ्ट
emblem	n. symbol	प्रतीक, चिह्न
enact	ν. to play someone's role, make a law	अभिनय करना, कानून बनाना
evacuate	ν. to make empty or clear	खाली करना
exactly	adv. correct in every detail	एकदम सही
examine	v. to look carefully into, to test n. examination	छानबीन करना
exciting	adj. thrilling n. excitementopp. boring	रोमांचक, प्रोत्साहक
execute	v. to complete what is asked to do	कहे अनुसार कार्य करना
explain	v. to tell about something in detail	वर्णन करना
F		
fawn	n. a young one of a deer	हिरण का बच्चा
faithful	<i>adj.</i> loyal and true <i>opp.</i> unfaithful	वफादार
fascinate	ν. to attract	आकर्षित करना, सम्मोहित करना
fall	v. to go down opp. rise	गिरना
farmer	n. who works on a farmpl. farmers	किसान
feather	n. soft hair like structure on the body of birdspl. feathers	पंख
festive	adj. of a festival, joyous n. festival	उत्सव संबंधी, आनंदमय
festivity	n. happiness, celebrationpl. festivities	उत्सव का समय
fetch	ν. to go and bring	जाकर लाना

fib	n. a trivial and harmless lie	छोटा मोटा झूठ, बहाना
field	n. a place where farmer grows cropspl. fields	खेत
find	v. to discover opp. lose	ढूँढना, खोजना
firewood	n. wood for burning	जलाने की लकड़ी
flap	ν. to hang or swing loosely, to move up and down	फड़फड़ाना हिलाना
flash	n. a sudden burst of flame or light,an electric torchv. to appear as a bright light	चमक, टार्च, चमक प्रकट होना तेज़ रोशनी की तरह दिखना
foil	n. a thin layer of metalv. to prevent someone from succeeding	धातु की पतली परत 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	भयभीत करना, डराना
frost	n. tiny ice crystals, very cold or freezing	पाला
frown	v. to draw the eyebrows together in angern. a serious look causing lines on the forehead	गुस्से में भौंहे सिकोड़ना त्योरियाँ चढ़ाना
function	n. kind of action or activity, a social gathering pl.functions	कार्य, उत्सव
furnace	n. an oven, a heating chamber	भद्री
fuss	n. useless display of activity, a complaint oran objectionν. to worry unnecessarily, to bother someone	कोलाहल, शिकायत या आपत्ति व्यर्थ की चिंता करना
G		
garbage	n. rubbish, discarded waste	कचरा
gather	v. to collect	इकट्ठा करना

gel	n. fluid, a jelly like liquid	जैल
genie	n. a magical figure	जिन्न
gently	adv. carefully and slowly n. gentle	धीरे से, विनम्रता से
germ	n. bacteria	कीटाणु
gesture	n. movement of the body to express an idea or feeling	इशारा, संकेत
get	v. to receive, to obtain opp. lose, give	पाना, प्राप्त करना
glad	<i>adj</i> . happy, pleased <i>opp</i> . sad	खुश, प्रसन्न
glare	n. strong light, an angry stare v. to look angrily	तेज़ रोशनी रोशनी, घूरना गुस्से से देखना
gleam	n. brightness ν. to shine	चमक चमकना
gobble	ν. to eat fast noisily and greedily	जल्दी–जल्दी आवाज़ करते हुए खाना
goods	<i>n</i> . 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 someoneopp. ungrateful	आभारी
gratitude	n. thankfulness, state of being grateful	कृतज्ञता, आभार
grin	n. a wide smile ν. to smile broadly showing teeth	खिसयानी हँसी दाँत दिखाकर हँसना
grocer	n. a dealer of general household articles	पंसारी
grumpy	<i>adj</i> . ill-mannered	बद मिज़ाज, चिड़चिड़ा
guilty	adj. responsible for a crime, a wrong doern. guilt	दोषी

Н		
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 ν. to give respect	आदर, सम्मान करना
hook	n. a curved metal piece for hanging somethingpl. hooks	कॉंटा, हुक
hope	n. desire, wishv. to wish for something	आशा उम्मीद
horn	n. hard outgrowth on the head of cattle, a sounding instrument	सींग भोंपू
hug	n. an affectionate clasp ν. to take in arms, to clasp with affection	प्यार भरी जकड़ प्यार से गले लगाना
huge	adj. very large and bigopp. tiny	बहुत बड़ा, विशालकाय
hurry	n. haste, v. to do something fast	जल्दबाजी, जल्दी में कुछ करना
hurt	n. harm, injury, ν. to damage, to cause injury	नुकसान, चोट नुकसान पहुँचाना, चोट पहुँचाना
Ι		
illegal	<i>adj</i> . not allowed by law <i>opp</i> . legal	गैर कानूनी, अवैध
immediately	adj. without delay	तुरंत, शीघ्र, बिना देरी के
incinerator	n. a furnace or an oven to burn rubbishpl. incinerators	कूड़े को जलाने की भट्टी
innocent	adj. not guilty, blameless n. innocence	निर्दोष, भोला–भाला, मासूम
insect	n. a small animal with six legs anda body divided into three parts	कीट-पतंगा

instead	adv. in place of	के स्थान पर
interest	n. feeling of attention, concern or curiosity in something, charge made for borrowing money	रूचि, ब्याज
	ν. to take interest	रूचि लेना
invent	ν. to create something, to make n. invention	आविष्कार करना, बनाना
J		
jingle	n. tinkling sounds of coins, keys or small bells v. to make a tinkling sound pl. jingles	खनखनाहट खन–खन करना
jog	ν. to run steadily and slowly, to stir	धीमी चाल से दौड़ना
K		
kingdom	n. country ruled by a king	राज्य
kitten	n. young one of a cat pl. kittens	बिल्ली का बच्चा, बिलौंटा
L		
landfill	n. land where waste materials are buried under the earthpl. landfills	कूड़ा दबाने की जगह
landslide	n. a mass of earth that slides down the slope of a mountainpl. landslides	भूस्खलन
lane	n. a narrow lane pl. lanes	तंग गली
	ν. to smile widely	हँसना
laugh	(types of laugh) Cackle: to laugh harshly or sharply Chuckle: to laugh mildly and/or quietly Giggle: to laugh with short, repetitive sounds Grin: to give a broad smile Guffaw: to laugh loudly Jeer: to laugh disrespectfully or mockingly Scoff: to laugh with hatred	कुडकुड़ा कर हँसना दबी हुई हँसी खिसियाना मुस्कान ठहाका लगा कर हँसना मजाक उड़ाना उपहास/व्यंग्य करना

leap	n. a sudden jump or increase	उछाल
	ν. to jump	कूदना, उछलना
leave	n. permission to be away from work,	<u> </u>
	ν. to go away	30.
	n. a traditional or old story that is probably	
legend	not true	पौराणिक कथा, गाथा
	pl. legends	
lick	ν. pass the tongue over or under something	चाटना
lie	<i>n</i> . a false statement	राट
IIC .	pl. lies	झूट
litter	w rubbish left lying around	बिखरा हुआ
ntter	n. rubbish left lying around	कूड़ा–कचरा
look	n. a glance	एक नज़र
100K	v. to see	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 (प्यारा), आकर्षक
M		
magician	n. someone who performs magic trickspl. magicians	जादूगर
maka un	v. application of cosmetics to look beautiful,	श्रृंगार, सजाना झूठी
make up	to cook up a story	कहानी बनाना
mailbox	n. a box for collecting letters, letter box	ਧਕ਼–ਪੇਟੀ
munoox	<i>pl.</i> mailboxes	17 101
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 मस्तूल (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 groundspl. meadows	चरागाह

mean	adj. narrow minded, selfish,	नीच, स्वार्थी
means	n. method or way used to achieve an end	साधन
meeting	n. an act of coming together	मुलाकात, सभा
memorable	adj. worthy of being remembered	स्मरणीय, याद रखने योग्य
mercy	n. the ability to forgive someone, pity,kindness	दया, क्षमा
mill	n. a building fitted with machinery, factory,a device that grinds	कारखाना, फैक्टरी चक्की
mutter	v. to talk in a low voice, grumble	धीरे–धीरे बोलना बड़बड़ाना
merry	adj. happy, cheerful, pleasant	खुशी
N		
national	adj. of a nation	राष्ट्रीय
near	<i>adj.</i> not far from, close by <i>opp.</i> far	समीप पास
neat	<i>adj.</i> tidy, clean <i>opp.</i> untidy, dirty	साफ, स्वच्छ
neighbour	n. someone who lives nearbypl. neighbours	पड़ोसी
never	adv. at no time <i>opp</i> . always	कभी नहीं
O		
occasion	n. a special event, a particular time for something	अवसर, मौका
ocean	n. a vast body of salt water, big seapl. oceans	महासागर
output	n. production or work done, the quantity or amount produced in a given time	उत्पादन उपज
P		
panic	n. a sudden fear v. to lose control suddenly due to fear	आंतक, दहशत घबरा जाना
panorama	n. a wide view of a large area in all directions	चित्रावली, निरंतर झाँकी
passenger	n. traveller in a public vehiclepl. passengers	यात्री, सवारी

peasant	n. farmer, engaged in agriculturepl. peasants	किसान
peel	n. skin of a fruit or vegetable pl. peels	छिलका
_	ν. to remove the skin or bark	छिलका उतारना
perform	v. to do, to carry out some action	कोई काम करना, संपन्न करना
pick	v. to lift, to raise opp. drop	उटाना
pile	n. heap, a number of things lying one upon otherpl. 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	<i>adj.</i> enjoyable or having pleasing manners <i>opp.</i> 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	ν. to deliver a religious speech or moral advice	धार्मिक उपदेश देना
pretend	ν. to make excuse, to make a false claim	बहाना बनाना
prevent	ν. to stop something n. prevention	रोकना
prey	<i>n</i> . something or someone hunted for food, victim	शिकार
puddle	n. a small pool of water specially of rain on the road	तलैया, छिछला गड्ढ़ा, 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
Q		
quarrel	v. to have an argument n. an angry dispute	झगड़ा या बहस करना झगड़ा
queue	n. a line of people waiting for their turnpl. queues	पंक्ति, लाइन

R		
raindrop	n. droplet of rainpl. raindrops	बारिश की बूँद
ray	n. a beam of light pl. rays	किरण
realize	ν. to understand, feel, to turn a plan into reality, to recover money	अनुभव करना, वसूली करना
recycle	ν. reuse, to treat used material so that it could be used again	पुनर्चकरण
refuse	n. rubbish, garbagev. to reject, to say no	कचरा, इन्कार करना
reluctant	<i>adj.</i> unwilling, <i>opp.</i> willing	अनिच्छुक
resin	n. a sticky liquid from fir trees	पेड़ से निकलने वाला राल, चिपचिपा पदार्थ
resource	n. sources of supply, supportpl. resources	संसाधन, स्रोत
reverence	n. deep respect	आदर भाव
reward	n. something given in return for one's services, merit, pl. rewards	इनाम, पुरस्कार प्रतिफल
riddle	n. a puzzling question, thing or a situation	पहेली
ride	v. to sit on a horse or vehicle, to travel	सवारी करना, सवारी
rock	n. a hard material of earth's crust, stone	चट्टान
rooster	n. cock	मुर्गा
rub	v. to move something over othern. act of rubbing	रगड़ रगड़ना
rug	n. a kind of coarse clothing, covering for floorpl. rugs	कालीन, फर्श पर बिछाने की दरी
rush	n. grass like marshy plantv. to go or come speedily, to flow with noise	सरकंड़े जैसा पौधा तेज़ी से चलना
S		
safe	adj. free from harm,n. a chestpl. safesopp. harmful	सुरक्षित तिजोरी

scold	ν. to rebuke, find faults angrily, to speak angrily	डाँटना, फटकारना, झिड़की देना
scowl	n. angry expression ν. 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 ढूँढना खोजना
selfish	adj. caring only about one self	स्वार्थी, मतलबी
sheaf	n. a bundle in which cereal plants are bound after they are reaped	गड़ा या पूली (गेहूँ/जौ) 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	ν. shaking with cold, tremble with fear etc.	सर्दी, भय इत्यादि से काँपना
shock	ν. an unpleasant experience, a sudden disturbance of the mind	आघात, धक्का
shout	ν. to utter a sudden cry	शोर करना, चिल्लाना
shower	n. a short or sudden fall of raina device that sends out a fine spray of water	बारिश की बौछार फव्वारा
shriek	n. sharp outcry, v. to utter a shrill sound	चीख, चीखना
sick	adj. in poor health, not wellopp. healthy	बीमार, अस्वस्थ
sidewalk	n. a footpath, a pavement	पैदलपथ
sign	n. symbol to represent something ν. to put one's name on a paper, document	चिह्न, निशान किसी कागज़ पर दस्तखत करना
sill	n. a horizontal piece beneath a door or a window,pl. sills	खिड़की या दरवाजे के नीचे लगी पट्टी

	a a davice which makes a long loud warning	
siren	n. a device which makes a long loud warning sound,pl. sirens	भौंपू
slump	n. a drop or a heavy fall, rapid fall in pricesv. to drop or to fall heavily,	गिरावट (मांग / कीमत) गिरावट आना
smuggler	v. to take something into a place secretly and illegally,pl. smugglers	तस्करी करना, चोरी–छिपे लाना
snap	v. to break suddenly to make a sudden cracking noise	झटके से तोड़ना आवाज़ के साथ टूटना
soul	n. the spiritual non-material part of a person	आत्मा
spectacle	n. an interesting sight,pl. spectacles a pair of lenses to improve eye sight	आकर्षक दृश्य ऐनक, चश्मा
spend	v. to pay out money, to pass time	खर्च करना, समय बिताना
spill	n. a peg or plug of wood, a splinter for lighting candles,pl. spills	लकड़ी या कागज़ की बत्ती, लम्बी दियासलाई
	v. to fall from a horse or a container, falling out of a vehicle	छलकना
spit	v. to force saliva or something else out of your mouth	थूकना
spoke	n. bars that connect the outer ring to centrepl. spokes	पहिए की तिल्ली
spray	n. dispersed liquidv. to project a liquid to dispersepl. sprays	छिड़काव, छिडकना
squeak	n. a high pitched sound, ν. to squeal pl. squeaks	चूँ–चूँ की आवाज़, चूँ–चूँ करना
stamp	 n. something with which an impression is made, postage stamp, v. to put one's foot down heavily, print something on a paper and cloth pl. stamps 	मोहर डाक टिकट छाप लगाना, ठप्पा लगाना
statue	n. a representation of a person in metal,wood or stone,pl. statues	बुत

steep	adj. slanting up or down sharply	तेज़ ढलान
stick	n. a long rod, a branch cut from a treev. to cling fast to somethingpl. sticks	पेड़ की टहनी, डंड़ी चिपकन
strange	adj. odd, unusual, unknown , unfamiliarn. stranger	अजीब, असाधारण, विचित्र,
stripe	n. a long straight line of a single colourpl. stripes	पट्टी, धारी
subway	n. an underground electric rail road, passage way	भूमिगत पैदल पारपथ
suggest	v. to imply, to recommend, to advisen. suggestion	सुझाव देना
sulk	v. to remain silent in a bad moodn. sulky	मुँह फुलाना
summon	ν. to call someone for duty or a task etc.	बुलाना
surround	v. encircle, to move all around n. sorrounding	इर्द–गिर्द घूमना
sweep	ν . to clean with a broom or brush n . sweeper	झाङू लगाना
symbol	n. sign, mark pl. symbols	प्रतीक, चिह्न
T		
tender	<i>adj</i> . soft, delicate	मुलायम, नाजुक
termite	<i>n</i> . a white bodied insect, a wood consuming insect <i>pl</i> . termites	दीमक
terror	n. fear	भय, आतंक
timber	n. wood suitable for building	इमारती लकड़ी
tiny	<i>adj.</i> very small, <i>opp</i> . huge	बहुत छोटा
traffic	n. movement of vehicles and people	परिवहन
tread	v. to put your foot on something	पैर रखना, चलना
transport	n. means to go from one place to anotherv. to move from one place to another	यातायात का साधन एक जगह से दूसरी जगह लाना ले जाना
trash	n. useless, worthless, rubbish	कूड़ा
travel	v. to go from one place to another	यात्रा करना

trick	n. something done to cheat somebody, clever ways,pl. tricks	दाँव, करतब
trouble	n. a problem, a difficultypl. troublesv. to bother someone	कष्ट, कष्ट देना
trumpet	n. a musical instrument, cry of an elephantpl. trumpets	बाजा, बीन, हाथी की चिंघाड़
tug	ν. to pull hard, to drag	झटके 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	ν. to turn around, to curl	गोलाई में घूमना
U		
underneath	prep. below somethingopp. above	नीचे (किसी चीज़ के)
unity	adj. togetherness, joined n. union	एकता
upside-down	<i>adv.</i> with the upper part undermost, topsy-turvy	उल्टा–पुलटा
V		
valuable	adj. costly, of great value	मूल्यवान, उपयोगी
vendor	n. a person who sells somethingpl. vendors	विक्रेता, बेचने वाला
vice	n. immoral conduct, bad habitpl. vices	बुराई
virtue	n. noble and good qualitypl. virtues	अच्छाई
W		
wail	n. a loud cry, especially of pain v. to utter a mournful cry	विलाप रुदन या विलाप करना
watch	n. a device showing timev. to look at, to guardpl. watches	घड़ी पहरेदारी करना, निगरानी करना

wave	n. up and down movement on the surface of water, curve pl. waves	तरंग, लहर
wear	v. to put on clothes or a dress n. clothing	पहनना
whisker	n. stiff hair near mouth of certain animalspl. whiskers	गलमुच्छे, जानवरों के मुँह के लंबे बाल
whisper	n. soft soundv. to speak with hushed sounds, talk softlypl. whispers	बहुत धीमी आवाज़ फुसफुसाना
whoop	n. a loud cry of excitement, a war cry	चीख, युद्ध की ललकार
wide	<i>adj</i> . broad	चौड़ा, विस्तृत
wild	adj. untamed, not domesticated opp. domestic	जंगली
wind	n. air in natural motion v. to go in a zig-zag way	हवा या वायु टेढे–मेढ़े चलना
wish	n. a desire or longing,v. to hope, to wantpl. wishes	इच्छा इच्छा करना
wonder	n. a feeling caused by an amazing thingv. to have an emotion of surprise, to be amazed	अजूबा, विचित्र चकित होना
worship	n. a religious servicev. to offer or adore a deity	पूजा, भक्ति, उपासना पूजा करना
wrapper	n. cover or packing material	आवरण
Y		
yawn	n. an act of yawning v. to take a deep breath with mouth wide open	जम्हाई उबासी लेना, जम्हाई लेना