

MY ENGLISH BOOK SIX



STANDARD SIX

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.



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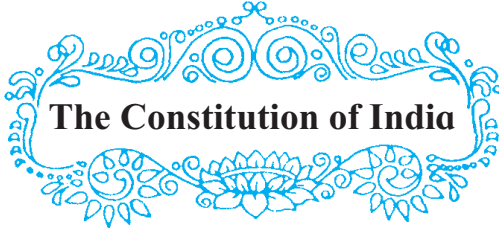
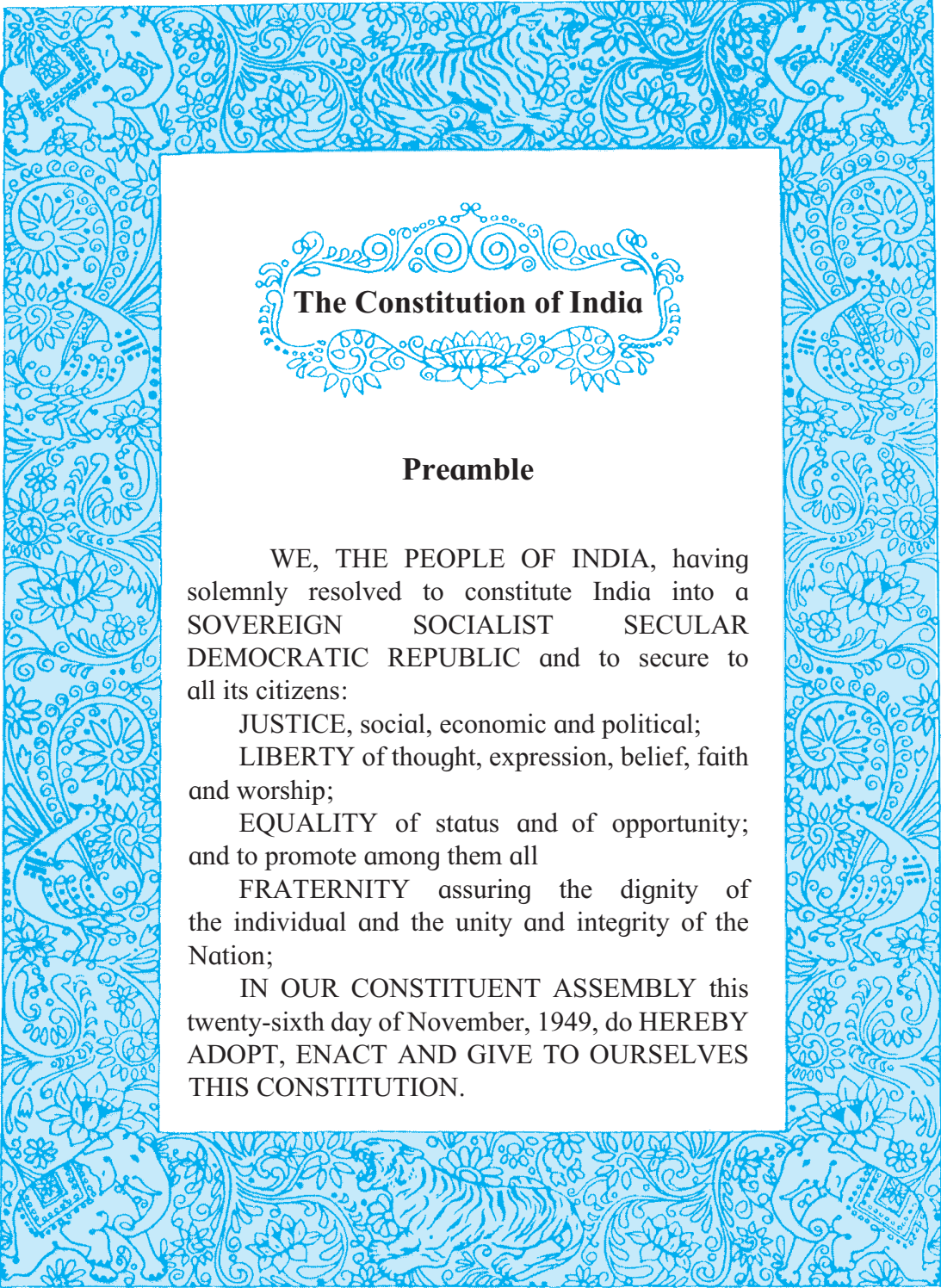
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

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

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the revised curriculum **Primary Education Curriculum 2012** reflects their guidelines and expectations. We are happy to place this **My English Book Six** based on the revised curriculum in your hands.

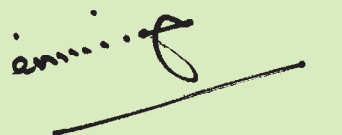
The RTE Act emphasizes all-round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become an integral part of the teaching-learning process. For the convenience of teachers and parents, we have also specified the various competencies that should be developed by the end of Std VI.

My English Book Six is meant for use in non-English medium schools. We have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at giving children a systematic exposure to the language, and helping them to learn English joyfully through graded and engaging activities.

The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. The illustrations are not just decorative, they are designed to make the process of learning English more meaningful. We hope that children will enjoy handling this textbook throughout the year.

This book was scrutinized by teachers and experts from various parts of the State to make it flawless and more useful. The English Language Committee, Study Group and the artist have taken great pains to prepare this textbook. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Pune

Date : 8 April 2016, Gudi Padwa

Indian Solar Year :

Chaitra 19, 1938

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers ...

1. Please take into account the various competencies specified on the page alongside. They indicate the areas of language developments and the stages which a child is expected to reach by the end of Std VI. You can plan your classroom interaction and assessment of pupils in the light of these specific goals.
2. Use the textbook in three ways –
 - 2.1 Learning language:** Learning to communicate one's own ideas, thoughts, feelings, etc. in English.
 - 2.2 Learning through language:** Using English to seek knowledge in other areas of study like science, geography, environmental studies and even art and craft; learning to properly organize and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.
 - 2.3 Learning about language:** After getting acquainted with the English language for about five years (from the early age of six), children may now be ready to consciously observe how the language works. The 'Learning about Language' boxes in the book include some activities, some observations and acquaint the students with a few grammatical terms. The boxes only aim at building an awareness of the language system. Such awareness will help them to rectify their own errors and to refine their own expression. The teacher should not use the content of these boxes for mechanical drilling or for closed book assessment.
3. Please go through the entire book before you start teaching it. Also, because the activities and games are graded in order of difficulty, do use them in the given order. However, once an activity or game is introduced, feel free to use it again from time to time, according to the needs and interests of your class.
4. Open book assessment which is more suitable for a constructivist approach to education has been suggested on pages 52 and 53. Do use this strategy for formative as well as summative evaluation.
5. Many of the games and activities in the book involve open-ended questions. Please give the children enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers.
6. 'Tara and her friends' appear throughout the book. They add an element of fun and also show how children may respond while playing language games, while taking part in activities, etc. Children may also enjoy using their dialogues for role-play.
7. Watch over the classroom participation and development of each child in the classroom and provide opportunities of growth to all of them.
8. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.

Compulsory English : Learning Outcomes : Standard Six

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/ individually and encouraged to–

- become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc.
- listen to English news(TV, Radio) as a resource to develop listening comprehension
- watch/ listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond
- participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers
- summarise orally the stories, poems and events that he/she has read or heard
- locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions
- read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions
- raise questions based on their reading
- interpret tables, charts, diagrams and maps and write a short paragraph
- think critically and try to provide suggestion/ solutions to the problems raised
- read/ discuss the ideas of the text for critical thinking
- use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts
- take dictation of words, phrases, simple sentences and short paragraphs
- understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale)
- understand the grammatical forms in context/ through reading, for example, noun, pronoun, verb, adverb, determiners, etc.
- understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.
- draft, revise and write in English with punctuation and with focus on appropriate beginning, middle and end
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.
- look at cartoons/ pictures/comic strips with or without words, and talk/write about them
- visit a language laboratory
- read/write a book review.

Learning Outcomes

The learner–

- 06.17.01 Understands and enjoys simple songs, poems, skits, plays, stories etc.
- 06.17.02 Listens attentively to English programmes like news, interviews etc.
- 06.17.03 Understands English spoken in the surroundings.
- 06.17.04 Responds to announcements and instructions made in the class, school assembly and in familiar situations.
- 06.17.05 Recites and shares familiar songs, poems effectively.
- 06.17.06 Participates in activities in English like role play and dramatization.
- 06.17.07 Responds to oral messages, questions, enquiries etc appropriately.
- 06.17.08 Asks polite questions to seek information.
- 06.17.09 Describes people, places, processes etc.
- 06.17.10 Narrates a known story.
- 06.17.11 Develops presentation skills through live demonstration, elocution competitions, interviews, plays etc.
- 06.17.12 Reads aloud using proper pause, pace and volume.
- 06.17.13 Reads aloud poems and songs for enjoyment.
- 06.17.14 Reads children's literature with pleasure.
- 06.17.15 Reads silently with comprehension.
- 06.17.16 Reads to seek information from notice board, charts, tables and other graphic presentation.
- 06.17.17 Reads in order to obtain information.
- 06.17.18 Writes neatly and legibly.
- 06.17.19 Writes words/phrases a few sentences to dictation correctly.
- 06.17.20 Forms a set of instructions and questions.
- 06.17.21 Writes simple, informal messages, letters.
- 06.17.22 Writes detailed answers based on informative passages.
- 06.17.23 Writes a short and simple report based on a survey.
- 06.17.24 Attempts creative writing.
- 06.17.25 Refers to dictionary and printed and electronic reference materials to check meaning, spelling and usage etc.
- 06.17.26 Presents the main points or outline of a passage, story etc.
- 06.17.27 Presents the given information in a graphic as well as verbal form.
- 06.17.28 Makes notes for personal reference while reading/ listening to a text.
- 06.17.29 Translates simple and short texts.
- 06.17.30 Reads a book review.
- 06.17.31 Identifies the main parts of speech.
- 06.17.32 Gets acquainted with certain idioms and uses familiar idioms in speech and writing.
- 06.17.33 Uses regular plural forms correctly.
- 06.17.34 Uses simple tense forms.
- 06.17.35 Understands simple word formation processes.
- 06.17.36 Identifies basic types of sentences (statements, exclamation, questions and commands/order).
- 06.17.37 Uses different forms of adverbs and adjectives.



Contents

Study Tour One

Sites	Page
1.1 Songs of Happiness	1
1.2 Fun and Games	2
1.3 The Wild Boar and the Fox	7
1.4 A Letter from Hingoli	10
1.5 Nu-jo's Project	13
1.6 Grandpa Tells a Story	18
1.7 Are you a DIY Kid?	23

Study Tour Two

Sites	Page
2.1 Minnie and Winnie	28
2.2 The Lion, the Man and the Statue	30
2.3 An Invisible Bench	33
2.4 The Mouse Merchant	37
2.5 The Man who Thinks he can	42
2.6 How Glass is Made.....	44
2.7 Ad'wise' Customers	48



Open Book Test 52,53

Study Tour Three

Sites	Page
3.1 Time	54
3.2 The Magic Herb	56
3.3 Eco-friendly Celebrations	60
3.4 At the Science Fair	64
3.5 The Duck and the Kangaroo....	68
3.6 NEWSFLASH!	72
3.7 The Man who Never Lied.....	76



Study Tour Four

Sites	Page
4.1 The Nightingale and the Nobleman.....	80
4.2. Molai's Kathoni	83
4.3 There's a hole in the bucket !....	89
4.4 Fantastic Shops	92
4.5 A Book Review	97
4.6 The Worth of a Fabric	101
4.7 Play by Day and Night	104



1.1 Songs of Happiness

Study Tour One



When you are Happy

When you are happy
And you know it,
Clap your hands.

When you are happy
And you know it,
Clap your hands.

When you are happy
And you know it,
And you really want to show it,
When you are happy
And you know it,
Clap your hands.

Sing your way home ...

Sing your way home
At the close of the day.
Sing your way home,
Drive the shadows away.

Smile every mile
For wherever you roam,
It will brighten your road,
It will lighten your load,
If you sing your way home.



Sing the first song again using other actions like ‘Sing a song’, ‘Dance around’, ‘Nod your head’, etc. in place of ‘Clap your hands’.

- **Sing your way home** : When you are going back home, sing on the way, be happy.
- **At the close of the day** : At the end of the day, when your work is done.
- **Drive the shadows away** : remove all sad thoughts from your mind
- **roam** : wander, travel
- **brighten your road** : Here, it means ‘make you feel happy and cheerful’.
- **lighten your load** : Here, it means ‘make your worries or problems smaller.’

1.2 Fun and Games with Tara and Friends



1. Discuss the following questions and then try to answer them in English.

I feel angry when someone tries to touch me.



(a) When do you feel ... ?

- happy • sad
- angry • scared



I feel happy when I play with Paddy.

I feel sad when Paddy goes to school.

I wag my tail when I am happy. I flop my ears when I am sad.



(b) What do you do when you feel ... ?

- happy • sad
- angry • scared

I screech when I am scared.



I'm never scared.

I scratch people.



(c) In order to feel better, what should you do when you are ... ?

- sad • angry • scared



(d) What can you do to make others happy or to make others feel better?

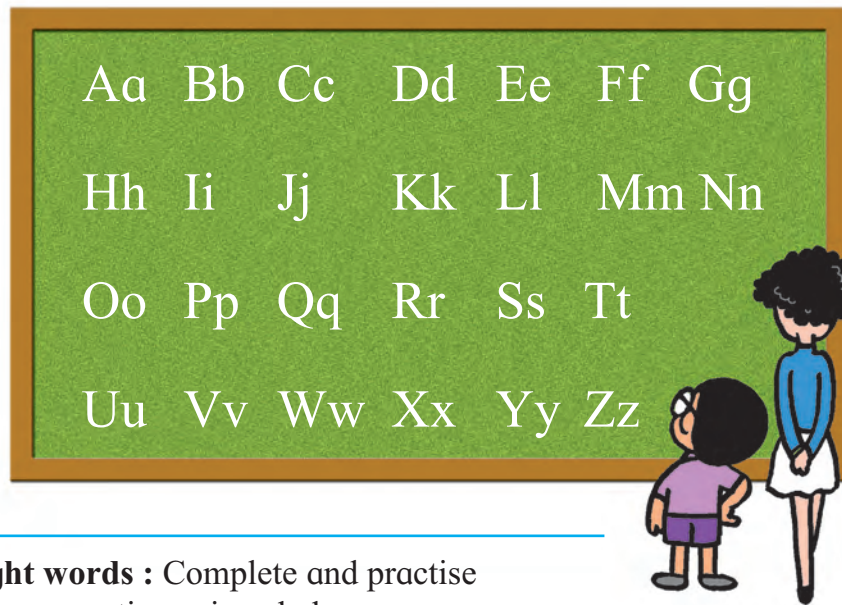


I sing songs.

Tara's Pictures



2. **Good handwriting :** Observe the letters on the board carefully.
Write the small and capital letters in proper proportion.



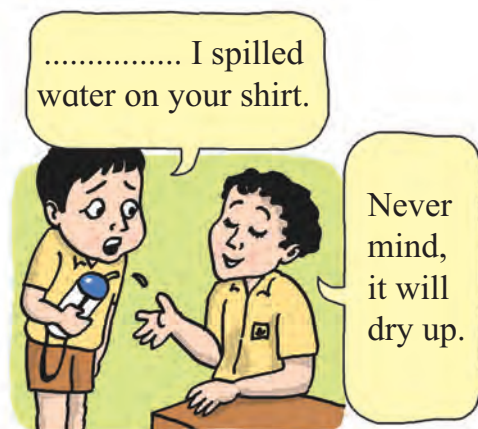
3. **Find the right words :** Complete and practise each of the conversations given below.

Please don't mention it,

I am so sorry

Excuse me,

My pleasure !



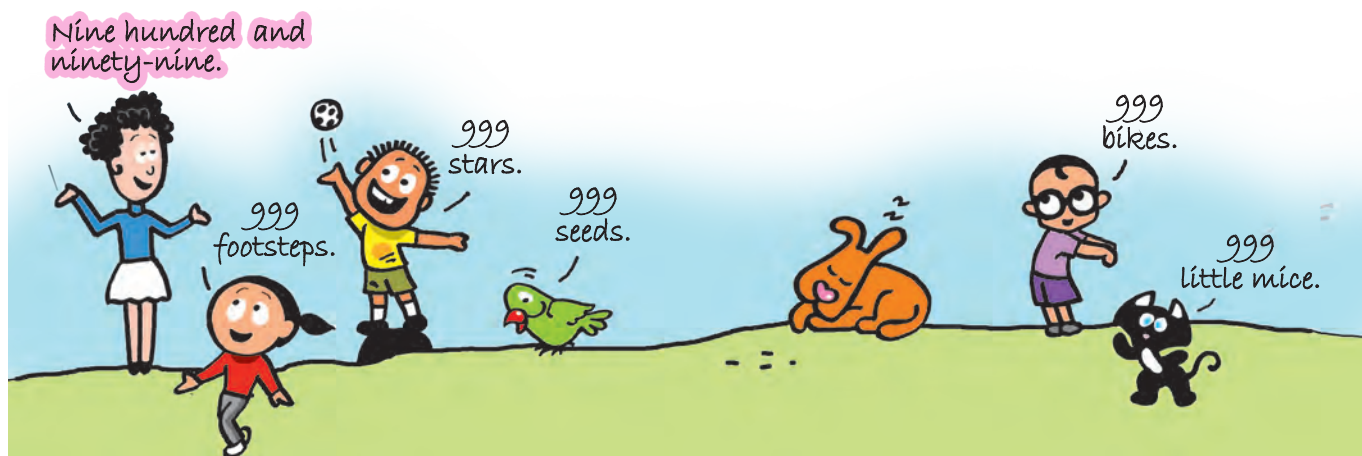
Thank you for the chocolates.



My pleasure!



4. **Any number of things!** : Form pairs or groups. One person says any number from one to ten thousand. Others name suitable objects or things for the number.



5. **One word to fit them all** : Choose at least 3 words from the box and think of something that fits them all. Write down the meaningful phrase you have made.

A soft little violet fish.
A soft little violet bird.
A flower!
A cap!
I don't know.
A snail!
A soft little violet toy mouse.

tall	short	little	small	big	young	old
strong	long	thick	thin	fat	cold	hot
bright	nice	clean	clever	dirty	soft	hard
black	white	red	green	blue	golden	pink
yellow	violet	dark	new	raw	shiny	sweet
juicy	ripe	round	tasty	bad	pretty	ugly
		crunchy			beautiful	

6. **Five beginnings but one end** : Form groups of 5-7. Choose one of the following phrases as the end. Enact the phrase. Then use it to frame different sentences. Enact the sentences. Write down any five of them.

... reading.

... smiling.

... drawing.

... swimming in a tank.

... crying.

... carrying a heavy bag.

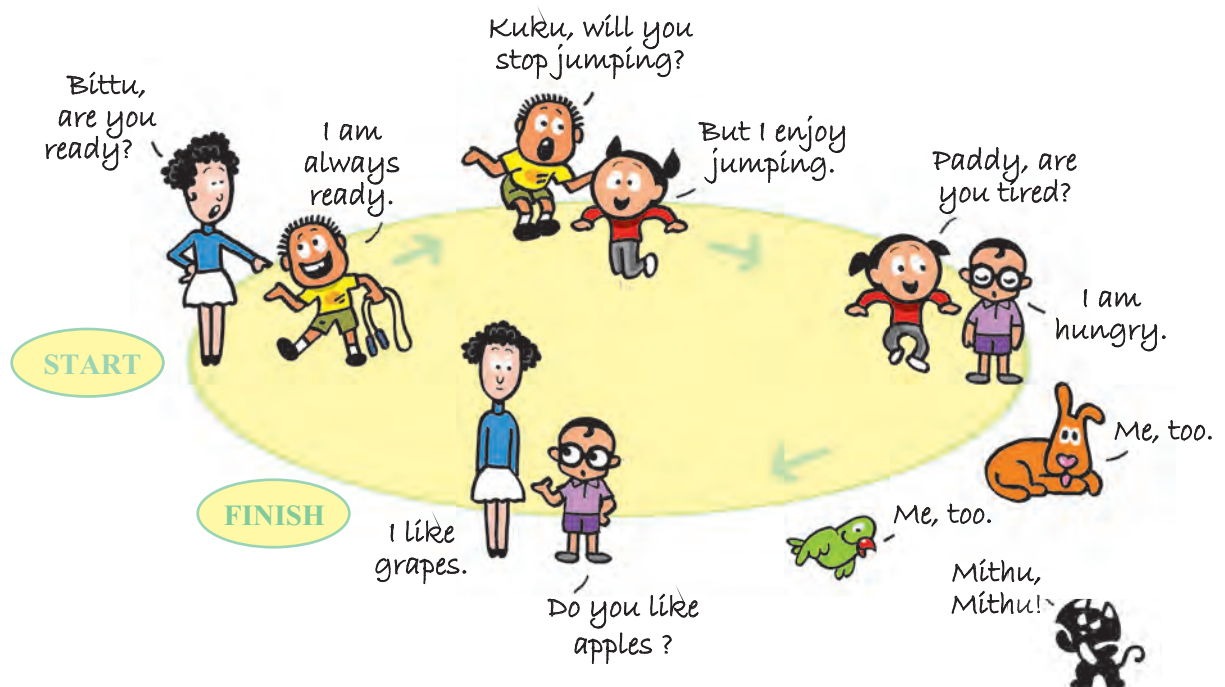
... playing with a ball.

... laughing.



Allow the use of proper nouns only once in one round.

7. **You are out if you say 'Yes' or 'No' !** Form a circle. Ask a question to the person next to you. If he/she answers it with 'Yes' or 'No', they are 'out'. Otherwise, they continue the game by asking a different question to the next person. You must not repeat the questions.



8. All sorts of lists!

(a) Choose any one of the following topics to make a list. Try to list as many items as possible within two minutes.

(b) Now, put the words in your list in alphabetical order.

(c) Compare your lists. Try to describe the items in your list – mention their shape, size, colour, number, etc. and write meaningful phrases.



How can we name things we cannot see?



Air, bacteria, sound, smell, ...

9. Complete the sentences in the yellow track using phrases from the green field.

his father.

in group B.

our teacher.

my friend.

our leader.

her brother.

in your group.

in the same school.

You are

their neighbour.

She is

in their group.

They are

He is

I am

We are

You are



1.3 The Wild Boar and the Fox

One day, a wild boar was sharpening his tusks against the bark of a tree. He was doing it very carefully. There lived a fox in the same forest. He was always looking for a chance to make fun of other animals in the forest. When he saw the wild boar, he decided to tease him. He began to walk around the trees, looking left and right and up and down. He also began to act as if he was really scared. But the boar did not pay any attention to him. He kept right on with his work.

At last, the fox said with a grin, “Why are you doing that? I tried very hard, but I did not see any hidden enemy or danger.”

“True,” replied the boar. “Just now there may not be any danger. But when it really comes, there won’t be any time to sharpen my tusks. My weapons have to be ready for use then. If I am not ready, I will have to suffer!”

This story tells us that it is best to be prepared. Don’t leave things to be done at the last minute.

-
- **wild** : living in a jungle
 - **boar** : a wild pig
 - **tusks** : a pair of long pointed teeth that some animals like the elephant have
 - **bark** : the tough outer covering of the main tree trunk and branches
 - **grin** : smile

POINTERS

1. Listen to the story carefully.

As you listen, tick only those words that appear in the story.

wild mild

oar boar

ox box fox

dark bark

gun fun

saw raw

please tease

talk walk

pay day

word work

hard card

won't want

chance dance

The teacher should read out the story slowly, saying each word carefully.

2. Find and label the following in the picture on page 7.

* a wild boar

* tusks

* a tree trunk

3. Listen carefully and answer the questions orally using only one word or phrase.

(1) One day a wild boar was sharpening his tusks against the bark of a tree.
What was the boar doing?

(2) He was doing it carefully. How was he doing it?

(3) There lived a fox in the same forest. Who lived in the same forest?

(4) When the fox saw the wild boar, he decided to tease him.
Who saw the wild boar? What did he decide to do?

(5) But the boar did not pay any attention to him.
Did the boar pay any attention to him?

The teacher should read aloud each question carefully.

4. Match the words or phrases in 'A' and 'B' with reference to the story.

A

- look for
- make fun of
- sharpen
- pay attention to

B

- tusks
- the fox
- a chance
- other animals

5. The following speeches show up the nature of the speaker.

Guess the speaker – the wild boar or the fox?

* 'I have invited some friends for a party this evening.
I must tidy up the house before 4.00 pm.'

* 'I have to catch a 7.00 am train tomorrow. I need to pack my bag tonight.'

* 'These ants are so stupid. All the time they are busy collecting food.'

* 'Sister, thank you for the laddoos. Now, give me a hammer
so that I can break them.'

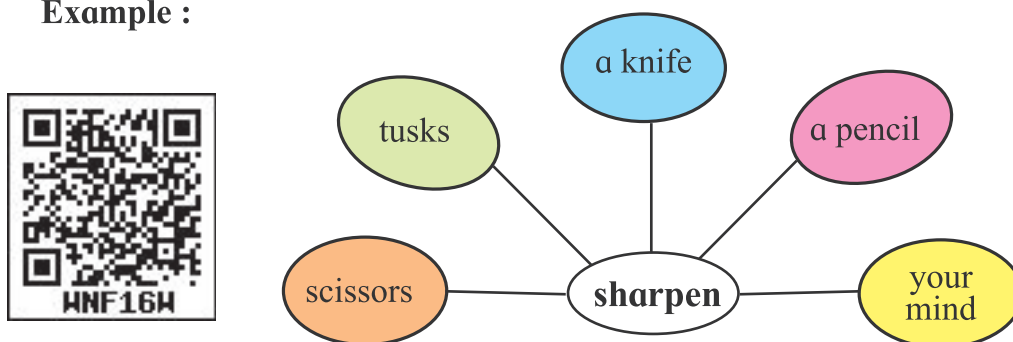
6. Learn the following idioms about animals.

- * as sly as a fox * as stubborn as a mule * as busy as a bee
- * as quiet as a mouse * as strong as an ox * as slow as a snail
- * as brave as a lion * as free as a bird * as proud as a peacock

7. Find at least 3 suitable objects for the following action words.

- * sharpen * write * decorate * paint * draw * play * open
- * close * wash * polish * throw * catch * break * pour
- * fill * cut * join * find * fold * measure * repair

Example :



8. Try to think of different answers to the following ‘why’ questions.

Write down at least 2 of them in English.

- (1) Why are you reading this story? (2) Why are you crying?
 (3) Why are you laughing? (4) Why are you sitting on the table?
 (5) Why are you shouting ? (6) Why are you ?

Example : (1) I like it. / It’s interesting. / I am reading it because it’s funny.

9. Read the situation and the answer. Guess the ‘why’ question that Akshay asks.

	Situation	Why question	Answer
a	Amit and Ajay are fighting.	Akshay : Why?	Amit : He took my pencil and broke it.
b	Ajay is going home.	Akshay : Why?	Ajay : I am hungry.
c	Amit is waiting at the bus-stop.	Akshay : Why?	Amit : I am waiting for the 10 o’clock bus.

1.4 A Letter from Hingoli

Hingoli
9 June 2015

My Dear Sanjumama,

I have reached Hingoli. How wonderful were the days we spent at Sagroli ! Unforgettable moments ! This summer vacation has added so many colourful memories to my life. Sanjumama, I really miss Sagroli.

At Sagroli, I enjoyed swimming in the Manjara river, playing with Tejas and Avadhoot on its banks and going on long walks through the Balaghat hills. Riding a buffalo on the way back home, I felt like the King of Sagroli.

That lunch! Wow! Aamras with kurdai, papdya and kanda bhaji. Meeramami is a great cook — a master chef! Aiji's shrikhanda wadi is incomparable. How I enjoyed reading the bound volumes of Kishor, Champak and Kumar in Kaka-ajoba's library! I am looking forward to my visit to Sagroli next year.

Give my regards to Aiji, Ajoba, Rajumama, Shailamami, Meeramami and love and best wishes to Tejas and Avadhoot.

Yours lovingly,
Raman

P. S. - I am sending two postal stamps for Tejas and a match-box cover for Avadhoot for their collections.

1. Answer the following questions.

- (a) Where does Raman live ? (d) Who has a library?
 (b) Where does Sanjumama live ? (e) If Raman made a list of his relatives at
 (c) Name the river in Sagroli. Sagroli, what names would he write ?

2. List the interesting things that Raman did at Sagroli.

Number them according to your preferences.

Compare your preferences with those of your friends'.



3. Spot the exclamations (!) in the letter and copy the sentences.

4. (a) Find and copy the non-English words in the letter.
 (b) Make a list of your favourite foods/dishes. How many of the words are English?
 (c) List five of your favourite books or stories.
 How many of the names are English?

Note that non-English words should be pronounced without trying to give them an 'English' accent.

5. Find the smaller words hidden in the following words.

Do not change the order of the letters in the words.

* reached * wonderful * unforgettable * colourful * incomparable * lovingly

6. Note that '9 June 2015' or 'June 9, 2015' is read as

'The ninth of June two thousand and fifteen'.

Similarly, '1 January' or 'January 1' is read as 'The first of January'.

Now read the following :

* 15 August * 22 December * 26 January * 1 May * 21 June

Do you remember?

Ordinal numbers

1.	one	1 st	first	9.	nine	9 th	ninth
2.	two	2 nd	second	10.	ten	10 th	tenth
3.	three	3 rd	third	11.	eleven	11 th	eleventh
4.	four	4 th	fourth	12.	twelve	12 th	twelfth
5.	five	5 th	fifth	13.	thirteen	13 th	thirteenth
6.	six	6 th	sixth	14.	fourteen	14 th	fourteenth
7.	seven	7 th	seventh	15.	fifteen	15 th	fifteenth
8.	eight	8 th	eighth	20.	twenty	20 th	twentieth

100. one hundred 100th hundredth

7. **Kimaya is writing letters to different people.**
Help her to choose the appropriate expressions for each letter.

Letter is addressed to -	Begin with	Last lines	Sign off with -
 Kimaya's father	* Dearest Daddy, * My dear Bittoo, * Hi, Meeta!	* Love and warm regards, * Take care. * See you soon!	
 Kimaya's younger brother			
 Kimaya's friend			
 Kimaya's boss	* Madam, * To, The Manager, Bank of People... * Dear Mrs Bendre,	* Thank you. * Regards, * Lots of love,	
 The Manager of her bank		* Your loving daughter, * Your One and Only Sister, * Yours, * Yours faithfully, * Yours sincerely,	
 Mrs Bendre who lives in the same colony			

You can use friendly, informal language with your close relatives and friends. When you are writing to others, you have to use your words carefully. On such occasions, some typical polite expressions are used.



8. **In how many ways can you translate the following words into your mother tongue?**
Write the different translations.

* Uncle * Aunt * Grandfather * Grandmother * Cousin

9. **Write the terms of address you use for your relatives or family friends.**
 Example : Sanjumama, Kaka-ajoba.

1.5 Nu-jo's Project

A spaceship settles in front of Akshay's house.



Hello. I'm Nu-jo from the planet Mars.



What do you mean 'real'? I'm here on my school project -- to study human body parts. I need help.

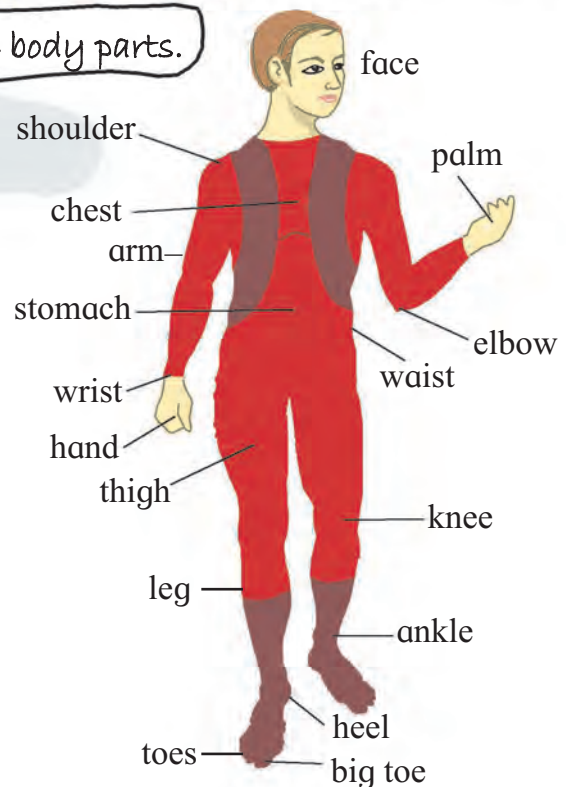
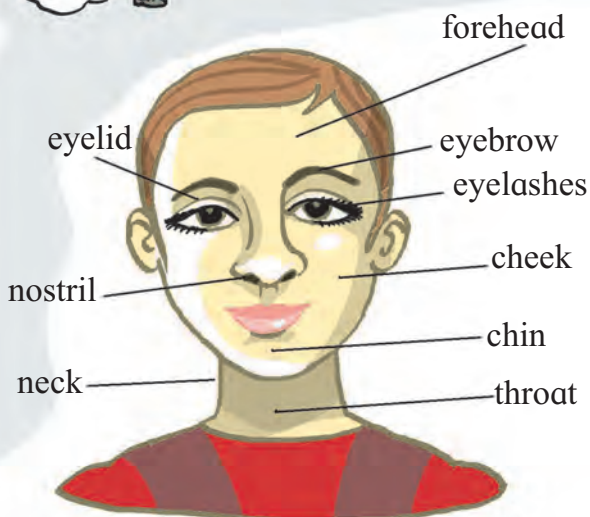


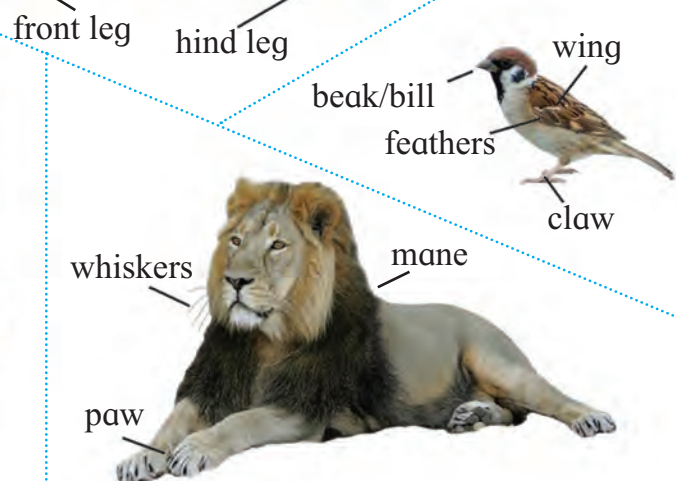
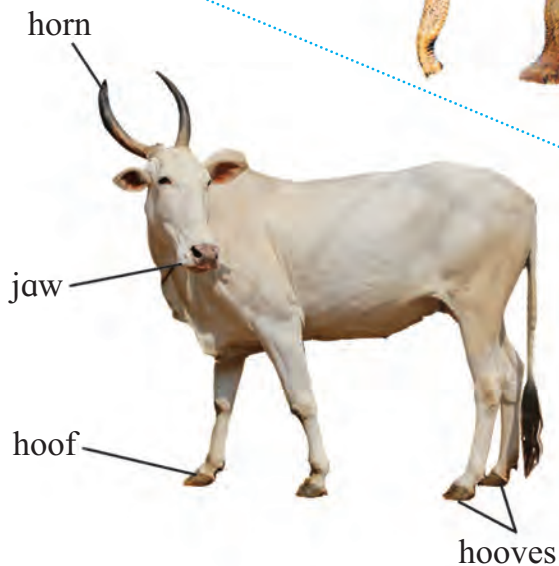
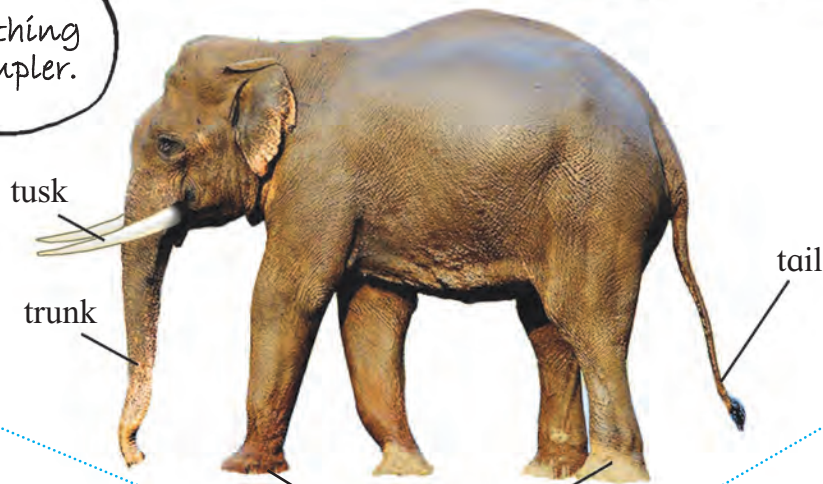
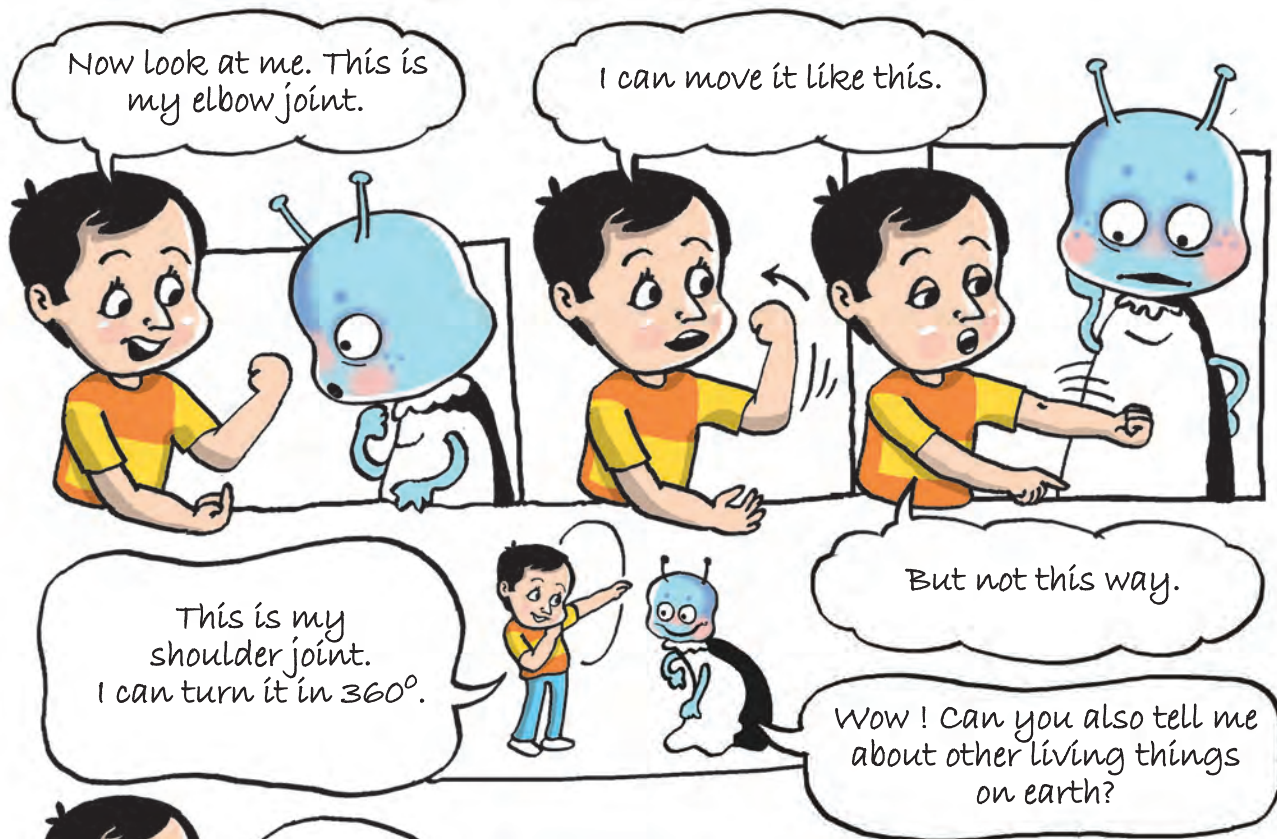
Hello. I'm Akshay. I can't believe my eyes. Are you real?

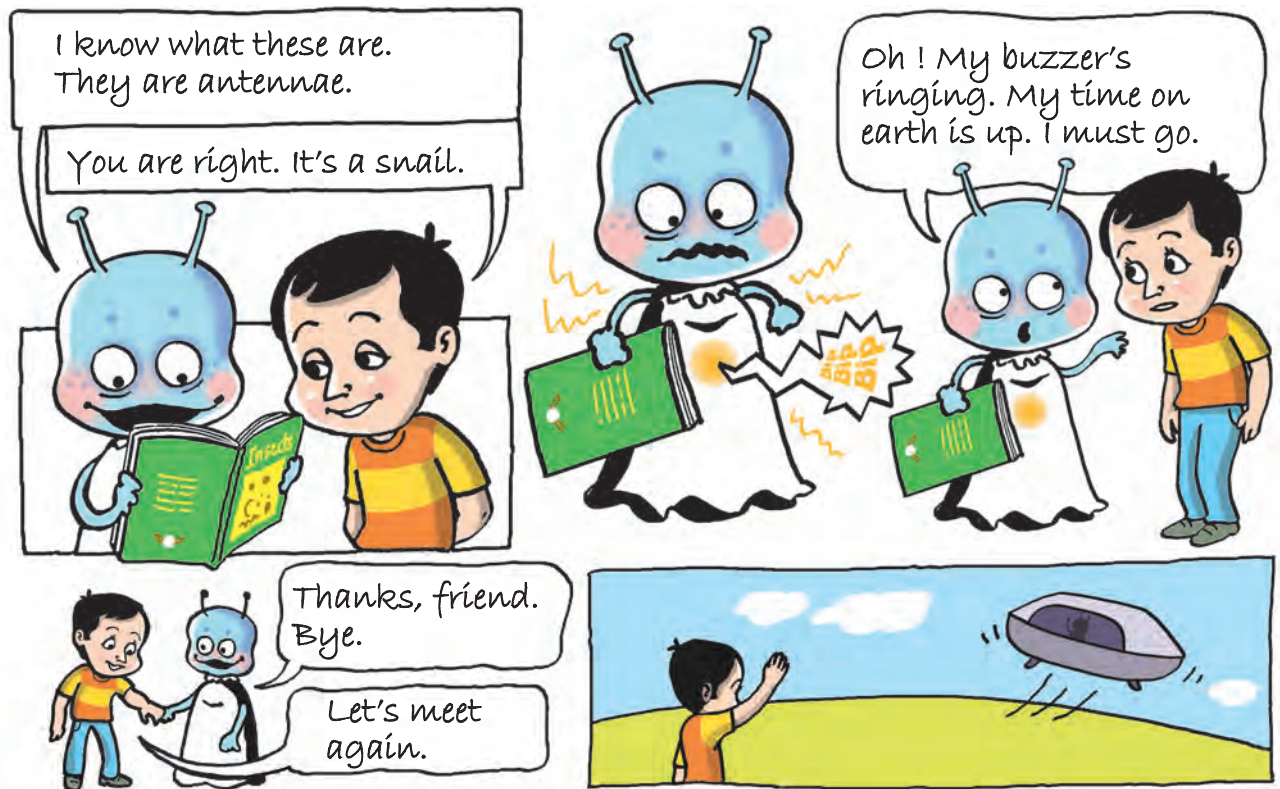
Oh! You too have projects! I'll help you. I have many charts, models, books and a tablet.



These models show human body parts.

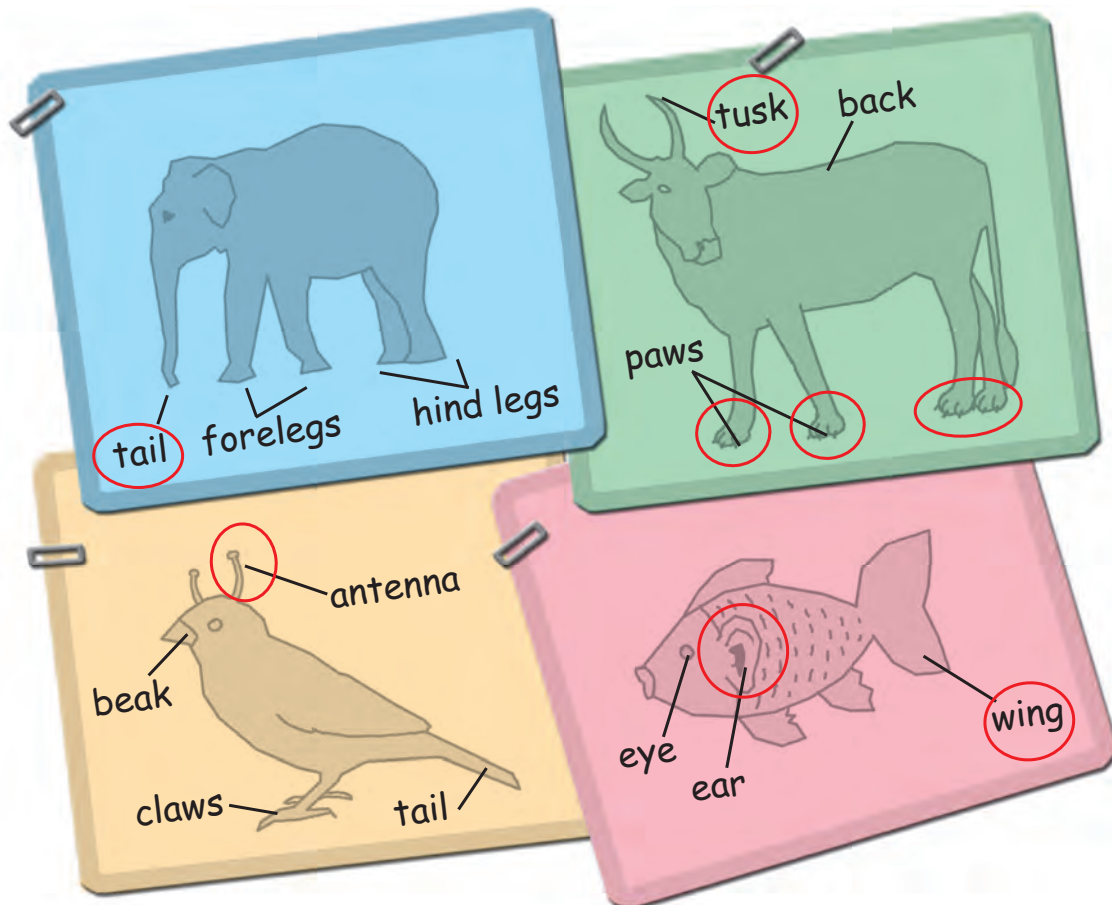






POINTERS

- Here are some figures from Nu-jo's project. But sadly, he has made some mistakes in drawing and labelling them. Help him correct his mistakes.



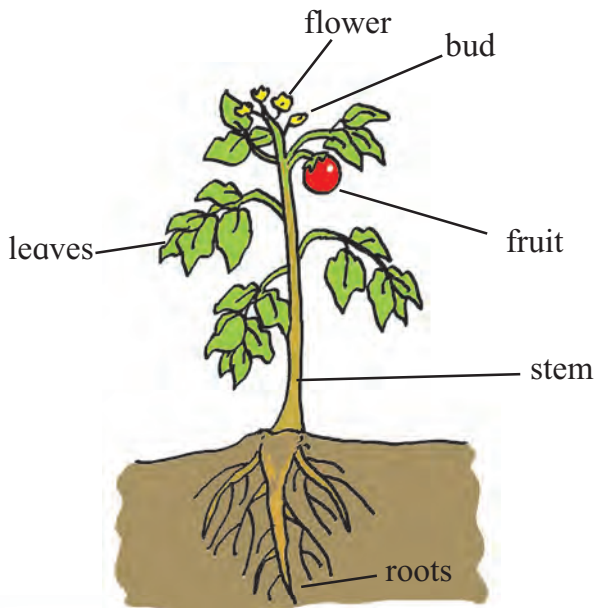
2. Nu-jo is revising his project on body parts, using the Q & A (question and answer) method. Read the following and add more questions and answers on the same topic.

A

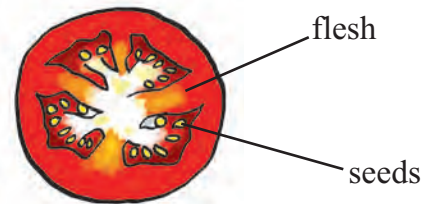
- Do birds have wings? Yes, they do.
- Does a lion have a trunk? No, it doesn't.
- Do elephants have ears? Yes. Big ears.
- Does a buffalo have tusks?
No, it doesn't have tusks
but it has horns.
- Does a fish have ears? No. it doesn't.

B

- Can a bull move its head? Yes, it can.
- Can a bull move its horn? No, it can't.
- Can a bull stand on its hind legs?
I don't know.
- Can lions fly? No, they can't.
- Can Akshay write with his right hand?
Yes. he can.
- Can Akshay write with his left hand?
No, he can't.



3. Look at the picture and describe the parts of the plant with the help of the labels.



LEARNING
about
LANGUAGE

TYPES OF SENTENCES

You know there are four types of sentences.

Statements : This is a friendly dog.

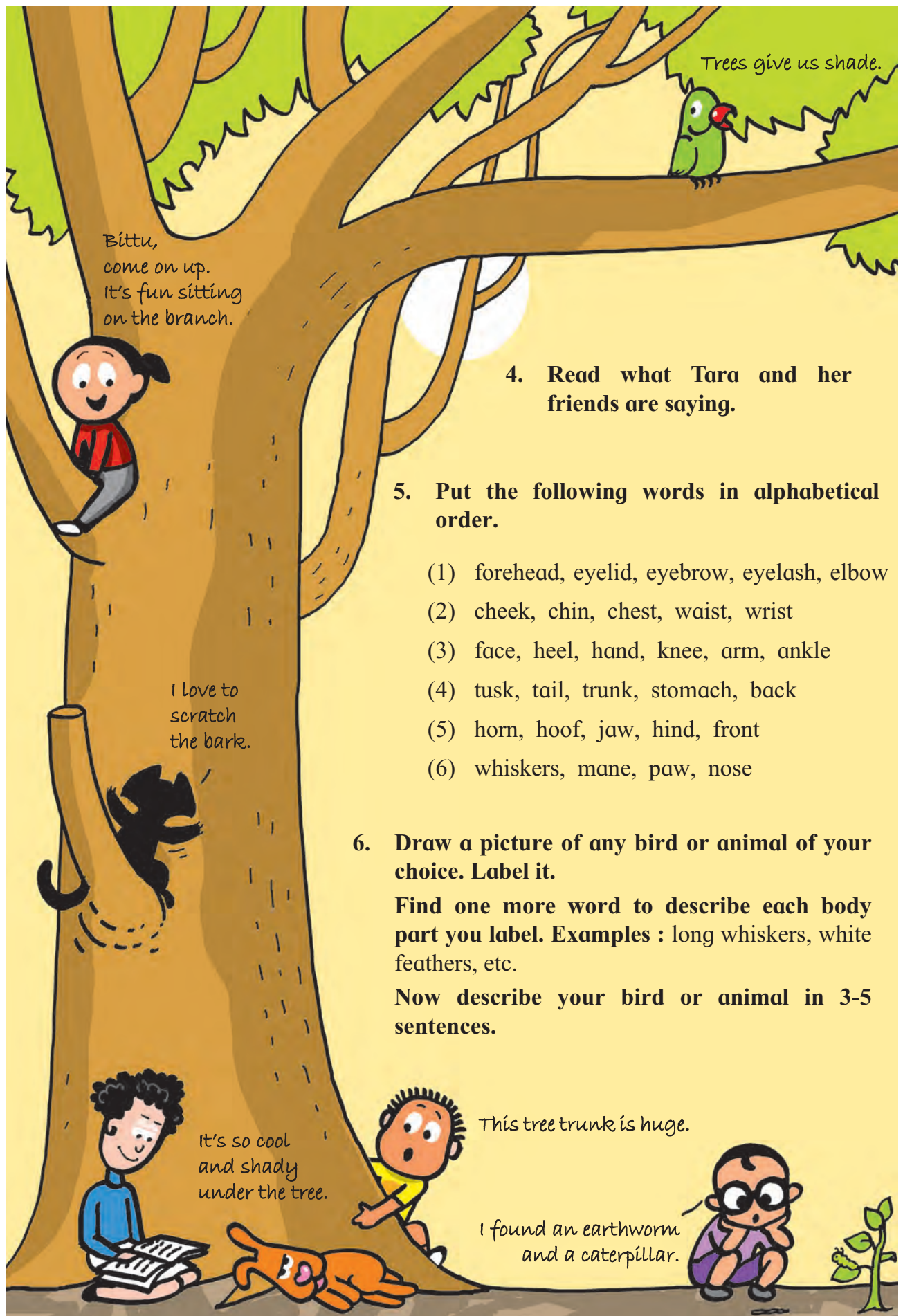
Questions : What's the time? Are you ready?

Commands or orders : Come here.

Exclamations : How nice!

- Find an example of each type of sentence from Nu-jo's story.





4. Read what Tara and her friends are saying.

5. Put the following words in alphabetical order.

- (1) forehead, eyelid, eyebrow, eyelash, elbow
- (2) cheek, chin, chest, waist, wrist
- (3) face, heel, hand, knee, arm, ankle
- (4) tusk, tail, trunk, stomach, back
- (5) horn, hoof, jaw, hind, front
- (6) whiskers, mane, paw, nose

6. Draw a picture of any bird or animal of your choice. Label it.

Find one more word to describe each body part you label. Examples : long whiskers, white feathers, etc.

Now describe your bird or animal in 3-5 sentences.

1.6 Grandpa Tells a Story



Grandfather was telling a story to Ronak and his friends :

Grandpa : Once upon a time, near the water's edge,...

Ronak : Excuse me, Grandpa. What is an 'edge'?



Grandpa : My dear boy, allow me to complete this sentence. Once upon a time, a camel and a jackal lived by a river, near the water's edge. And on the other side of the river, there was a village with fields and farms. Now, can anyone help Ronak with the word 'edge'?

Ishan : Let me guess. Is it the border or the line where one thing stops and another begins?

Grandpa : You are right. Now, the jackal was very clever. He tried to play a trick on his friend camel, who was happily munching away...

Radhika : Grandpa, could you please repeat the last phrase?



Grandpa : Happily munching away. The camel was happily and slowly eating or munching away his food.

Children : Oh!

Grandpa : The jackal began to tempt him to go for a sugarcane treat.

Vidya : Pardon, Grandpa, I didn't get the last words. Could you repeat those?



Grandpa : A sugarcane treat.

Vidya : Sorry, Grandpa, but I did not understand the phrase 'a sugarcane treat'.

Grandpa : A treat is something special that one enjoys. The jackal wanted the camel to go with him to the sugarcane field.

Akshay : Can I explain further? The jackal and the camel were going to eat and enjoy the sugarcane from the farmer's field.



- Radhika** : Why, everyone will enjoy a sugarcane treat !
- Grandpa** : Yes, you have understood the meaning of treat.
- Gauri** : Please continue, Grandpa, let's listen to the story. But tell me please, does it mean that they were going to steal from the farmer?
- Shreya** : Maybe, but let's listen to the story. Grandpa, let's please have the questions later.



POINTERS

1. Read the conversation aloud.

2. Group work

Form group of 4 or 5. One person tells/reads aloud a story or a poem or a passage. Others interrupt him/her politely, using any suitable expression from the box. The person speaking/reading should answer or explain without getting angry. If the person gets angry, someone else takes up the reading.

Sometimes you need to interrupt a person who is speaking to you. But you must do so politely. The expressions given below can be used to interrupt someone politely.

Interruptions	Responses
Pardon, ... Excuse me, Sir / Madam / ...	Yes?
Can you /Could you repeat that, please? Will you please say that again?	Sure. Certainly.
Sorry, but I did not get the last word / sentence.	Ok, I will repeat it.
Could you please explain that? Could you explain the meaning of?	I will explain it afterwards. Not now. Later on.
Excuse me, can I ask something?	Go ahead.

3. Read Grandpa's story aloud.

Grandpa's Story

Tit for Tat

Once upon a time, a camel and a jackal lived by a river, near the water's edge. And on the other side of the river, there was a village with fields and farms.

The jackal was very clever. He tried to play a trick on his friend, the camel, who was happily munching away his food. The jackal began to tempt him to go for a sugarcane treat in a farmer's field. At first, the camel hesitated but in the end he agreed to go with the jackal to raid the sugarcane field.

The jackal sat on the camel's back and the two friends crossed the river. They ate their fill in the sugarcane field. Suddenly, the jackal began to howl. "Sssh!" said the camel. "You will wake the farmer." But the jackal went on howling. Sure enough, the farmer and his helpers came running to the field. The naughty jackal slipped away but the poor camel could not do so. The farmer beat him up and drove him away.

The jackal was waiting for the camel at the riverside. He said, "Sorry brother. But I am in the habit of singing after a good dinner. I hope you didn't mind it much."

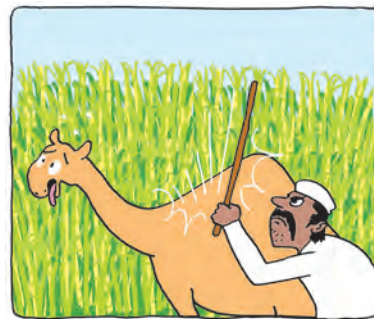
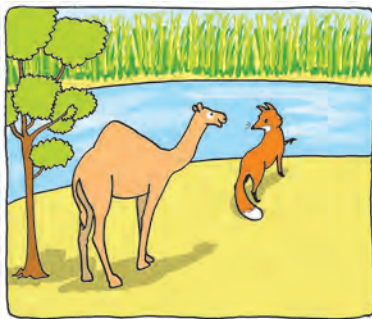
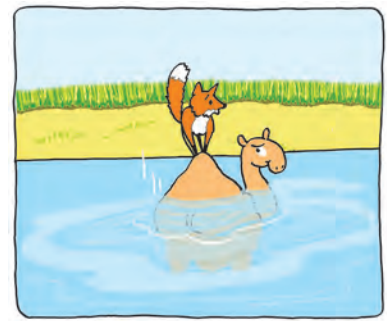
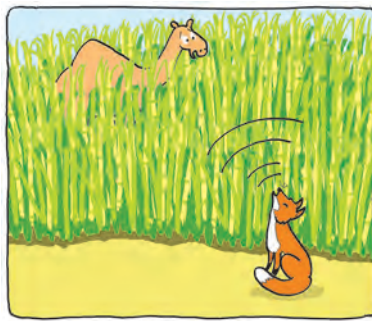
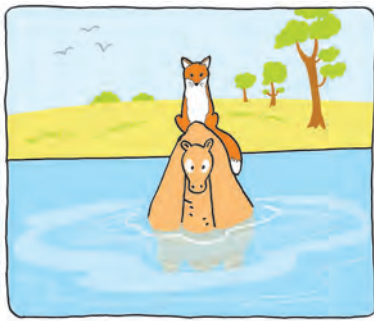
The camel didn't say anything. He let the jackal sit on his back and entered the river. Near the middle of the river, the water was very deep. There the camel began to take a dip in the river. The jackal was frightened. "What are you doing, you silly fellow! Are you trying to drown me?"

"No, brother," said the camel. "It's just that I am in the habit of taking a dip in the river, after a good meal. I hope you don't mind!"

The naughty jackal learnt his lesson. He never troubled the camel again.



4. Now, put the following pictures in a proper sequence.



5. Copy an appropriate line or lines from the story for each of the pictures above.

LEARNING
about
LANGUAGE

NOUNS

- Read the following words and then put them in the proper row in the table.

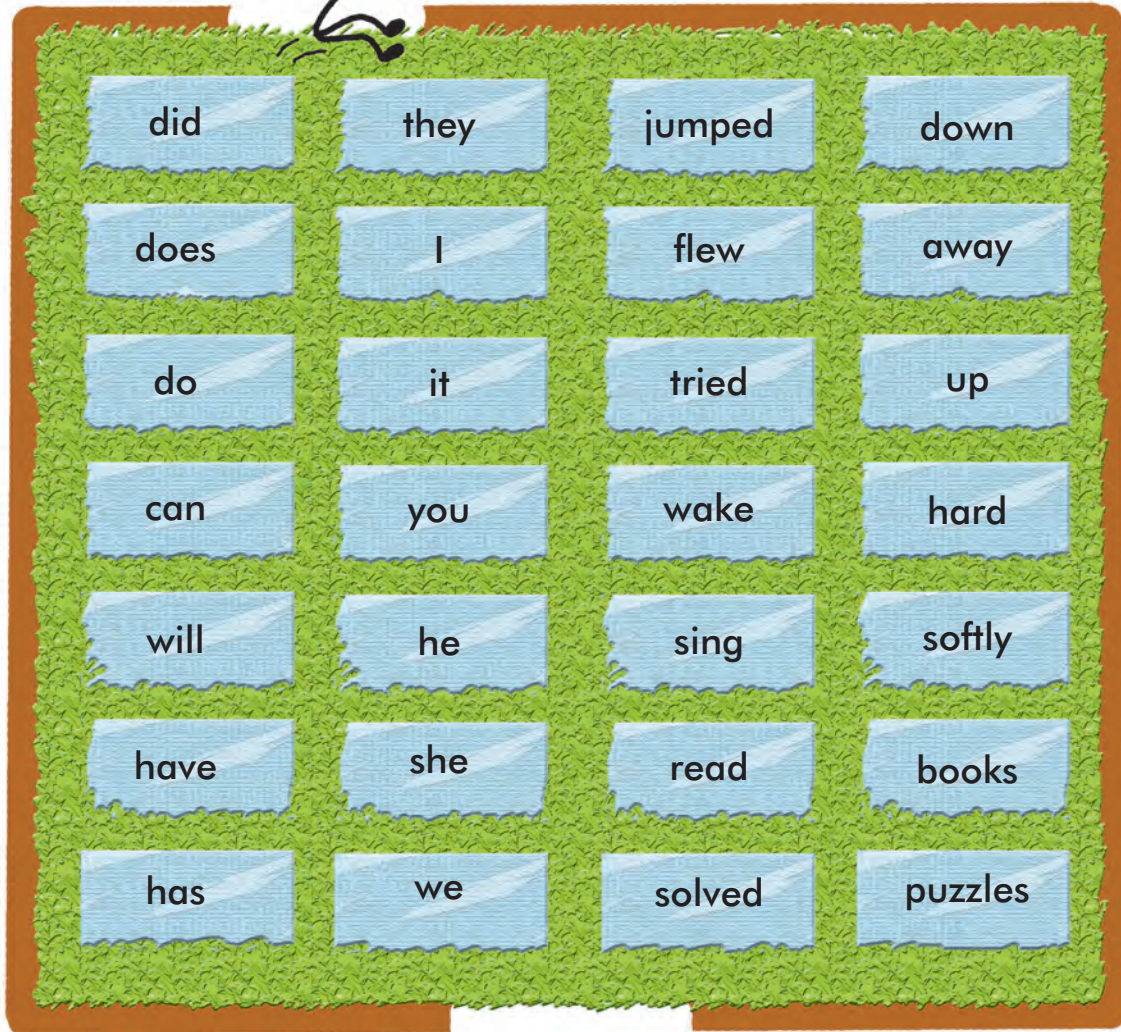
camel habit
jackal happiness
water Grandpa
village friends
farm farmer
field helpers
time Radhika
trick stick
treat sugarcane

People :
Animals :
Places :
Things we can feel, see, etc. :
Things we cannot touch, see, etc. :

- The words in the table above are together known as **nouns** in English. Add two more words to each row in the table.

Sentence Board

Using words in the neighbouring boxes, try to make as many meaningful sentences as you can, for example : • They jumped down. • Has she solved puzzles ? • You can do it.



Write down any five of the sentences you make.

Remember, the first letter of a sentence is always a capital letter. Your sentences will end with either a full stop or a question mark.

LEARNING about LANGUAGE

PRONOUNS

Read the words in the second column of the sentence board. They are called pronouns. 'Pro-nouns' are words that stand for nouns. They are used when we know what nouns we are talking about.

List the English pronouns 'I, we, you, he, she, it, they' one below the other. Write equivalent pronouns in your mother tongue against each. Compare them. Discuss what you notice.

1.7 Are you a DIY Kid?

When you were very young, your parents or other grown-ups did everything for you. They fed you, washed you, dressed you and took you around. But things must have changed since then. Now that you are nearly 11, you must have learned to do many things all by yourself. Now you are a 'Do It Yourself — DIY kid', right? Here's a list of some things an eleven year old child should be able to do — and never mind if you can't do some of these things as yet! There's a whole year for you to learn these things. You will enjoy them. So let's begin our count —



CAN YOU TAKE CARE OF YOUR PERSONAL HYGIENE ?

- I trim my nails regularly . Do you ?
- I take a wash on my own. A proper wash! I remember to wash behind my ears, under arms, elbows, knees, etc. Do you ? And I use enough water — not more, not less.
- I can oil and comb my hair on my own.
I can wash and dry my hair on my own.



I know you can do it too. But do you do it? Or do you still depend on your mother?



DO YOU TAKE CARE OF YOUR CLOTHES ?

- I can even wash my own clothes when necessary. I wash my undergarments every day.
- I don't stack up used and soiled clothes. I put them in the washing bucket on time. I brush or scrub the soiled parts with soap before I add them to the washing pile .
- I can hang the clothes neatly (without creases) to dry on the clothesline.
- I can fold all clothes neatly.

You, too, can do all this. Have you tried?





CAN YOU SWIM ?

- I can swim in a swimming pool.
- I can swim in a well.
- I am going to learn free style swimming this year.

How about you?



CAN YOU RIDE A BICYCLE ?

- I learnt to ride a bicycle when I was 8 years old.
- I am learning to ride a bigger bicycle.
- I am going to learn it in the vacation.

I can ride my bicycle without the balancing wheels.



YOU SHOULD CARE FOR AT LEAST ONE PLANT!

- My aunt gave me this little plant.
- I water it every day.
- I loosen the soil around its roots from time to time.
- I add a little compost to it every 2-3 months.

Different plants need different kind of care.



I love my plant! My plant loves sunlight!



CAN YOU DRESS UP FOR A SPECIAL OCCASION ON YOUR OWN ?

When I was in Std II, my father helped me. But now I can dress up on my own — even for a special occasion.



Are you presentable when you visit someone else?





CAN YOU CONVEY AN ORAL MESSAGE TO SOMEONE CORRECTLY ?

Write a recent message that you passed on

- at home
- in school
- between friends.

(You may write the message in your mother tongue.)



running stitch



back stitch



hem



YOU MUST KNOW HOW TO SEW —

- I can thread a needle.
- I put a knot in the thread when I string flowers or beads in it.
- I can make these stitches — running stitch and back stitch. I can also hem the border.
- I can sew up a tear in my clothes. I can even sew a button. There is a stitch called buttonhole stitch.
- Once I made a handkerchief by sewing the edges of a square piece of cloth.



I LOVE TO HELP IN
THE KITCHEN



I clean or wash fruit
and vegetables.



I can peel cucumbers.



I help mother in cleaning
grain and cereals.



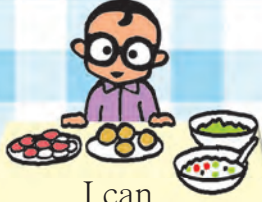
I like sifting grain
or flour.



I am good at slicing,
cutting or chopping
fruits and vegetables!



I love to
shell (and eat)
peas and green
gram. I can shell
beans and peanuts.



I can
prepare a
few simple dishes —
salads,
peanut-laddoo.



It's fun to churn and
at the end, you get
buttermilk!



It's not so easy to make a
dough and roll out puris
or chapatis.



Making bhakri
is a skilled job!



DO ANSWER THE PHONE POLITELY IN MARATHI OR ENGLISH AND TAKE DOWN A MESSAGE WHEN NECESSARY.

‘Hello, Aunty. This is Bitto. Mother’s not at home. Do you have any message for her?’

...

‘Hello, Uncle. How are you? I am giving the phone to Grandpa. OK, then. See you. Bye-bye.’



YOU MUST LEARN TO BE A SMART CONSUMER!

- I always check the product I am buying.
- I make sure that the price is right.
- I always pay the right amount.
- I do ‘mental arithmetic’ or simple calculations before I pay the shopkeeper. That is why, I am able to collect the correct change.
- I carry the money safely and carefully.
- I remember to take proper containers.
- I avoid plastic bags!



POINTERS

1. What can you add to this ‘Do It Yourself’ list?

2. Write a short report about yourself –

- * Things I can do (at least 5).
- * Things I am learning to do (at least 3).
- * Things I want to learn from my mother / father (at least 3).
- * Things I am going to learn in the vacation.
- * Things I love to do.
- * Things I don’t like to do but do them anyway.



3. Interview your friends to see what they can do.

Write a short report about what they can do.

4. Some projects for you : * Sew a bag. * Make a snack. * Grow a small garden.



2.1 Minnie and Winnie (A Lullaby)

Minnie and Winnie
Slept in a shell.
Sleep, little ladies!
And they slept well.

Pink was the shell within,
Silver without,
Sounds of the great sea
Wandered about.

Sleep little ladies!
Wake not soon!
Echo on echo
Dies to the moon.

Two bright stars
Peep'd into the shell,
What are they dreaming of?
Who can tell?

Started a green linnet
Out of the croft;
Wake, little ladies,
The sun is aloft.

- Alfred Lord Tennyson

- **without** : outside
- **Dies to the moon** : This line tells us that the sounds travel far away – right up to the moon but they become faint as they travel.
- **shell** : Here, it means a seashell.
- **croft** : a small farm
- **aloft** : up in the air
- **echo** : a sound that is heard again. ‘Echo on echo’ means that the sounds are heard again and again.
- **Peep’d** : Peeped. Looked quickly, without making any noise.
- **Started** : moved or flew up suddenly.

POINTERS



1. Learn the poem by heart and recite it.
2. Find the rhyming words from the poem.
* shell : * without : * soon : * shell : * croft:
3. From the poem, copy the following words :
* Words that begin with ‘s’. * Three pairs of opposites.
* Words that have the letter ‘l’. * Four things you may see in the sky.
4. Minnie and Winnie slept well in a shell.
Can you think of other safe and nice places where they can sleep well?
5. Find and copy the following from the poem.
* Two statements * Two questions * Two commands
6. Learn to say the following faster and faster :
* She sells seashells on the seashore. * Swan swam over the sea. Swim, Swan, swim!
Swan swam back again. Well swum, Swan!

LEARNING about LANGUAGE

PREPOSITIONS

Read and translate the following phrases :

- * in the shell * of the sea * to the moon
- * into the shell * out of the croft

Note the first word/words in each of the above phrases. A word/group of words used before a noun/pronoun to show place, direction, time, etc. is called a preposition.

Write two phrases each using the following prepositions : in, on, at, of, from, to, into, out of. Translate your phrases in your mother tongue.



2.2 The Lion, the Man and the Statue

Long ago, men and animals could talk to each other. Once a man and a lion got talking. The lion was very proud of his strength. “I am the king of beasts. I am stronger than any man. That is why men fear me.”

The man was also proud of his intelligence. “Don’t forget that men are more intelligent than you are. That is why they can hunt you or capture you.”

They both began to argue about who was greater. At last, the man took the lion to a statue in a big garden. It showed the great hero Hercules standing proudly with a dead lion at his feet.

“See, this statue proves that men are greater,” claimed the man.

“Not at all!” the lion replied quickly. “This only shows that the statue was made by a man. If lions made statues, they would show the lion standing and the man lying dead under his paws.”

From this story, we can see that the story depends on the storyteller. When someone else tells the same story they tell it from their point of view.

POINTERS

1. Listen carefully to find the answers from the story.

- | | |
|------------------------------------|--|
| (1) Who speaks first in the story? | (4) What did the man show to the lion? |
| (2) What was the lion proud of? | (5) Who speaks last in the story? |
| (3) What was the man proud of? | |

The teacher reads out the story slowly once or twice.

2. Read the story aloud along with the teacher.

3. Tell the story in short in your mother tongue.

4. Tell the moral of the story in your mother tongue.

5. Find two words beginning with 'pr'- from the story and guess the meaning of each.



6. We learn two things indirectly from the story. Find and write the sentences which tell us that –

- Men and animals cannot talk to each other now.
- Lions do not make statues.



7. Read the text and write what the speakers will say –

a



Raju thinks it's fun to pull his puppy's tail.



b



Roma's Granny thinks Roma should wear a sari for festivals.



c



The teacher gave a surprise test to students. Some of them found it difficult.



d

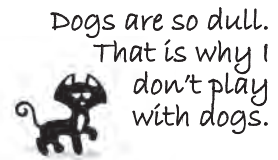


A leopard wandered into a city. A big part of a forest near that city had been cut down to build the city.



8. Use your imagination to complete the following :

- (a) That is why I didn't eat the mango.
 (b) That is why the farmer beat the camel.
 (c) That is why the monkey jumped into the lake.
 (d) That is why Nu-Jo visited the earth.
 (e) That is why



9. Underline the nouns in the following sentences :

- (a) Once a man and a lion got talking.
 (b) I am the king of beasts.
 (c) At last, the man took the lion to a statue in a big garden.

Mia is afraid of dogs.
That is why she doesn't play with dogs.



Now, use each noun to write a meaningful phrase and sentence.

Example : man – a young man. A young man was riding a bike.

10. Read the following words aloud. Note the last letter and say the last sound.

- s

Make one - many pairs as shown by adding 's' at the end of the word.

Examples : job - jobs, cube - cubes

- | | | |
|--------|---------|-------|
| * cock | * dog | * map |
| * kid | * shell | * car |
| * file | * dream | * bat |
| * tree | * train | * paw |

- es

Make one - many pairs as shown by adding '-es' at the end of the word.

Examples : bus : buses, bush : bushes

- | | | |
|-----------|---------|----------|
| * class | * glass | * dress |
| * brush | * dash | * dish |
| * eyelash | * match | * branch |
| * bunch | * fox | * box |

11. Read the following sentences. Use the ideas in each box to make similar sentences.

- * I am stronger than any man.

lion	bigger
mouse	smaller

two trees	taller
shorter	

sun	brighter
moon	

stone	
brick	harder

- * Men are more intelligent than you are.

two books

more interesting

two butterflies

more colourful

2.3 An Invisible Bench

(Aman walks on stage and squats down as if he is sitting on a bench that is invisible. Beena walks up to Aman.)

- Beena** : What are you doing?
Aman : I'm sitting on this invisible bench.
Beena : Can I join you?
Aman : Sure.



(Aman gets up, moves to one side. Both Aman and Beena sit down on the bench, when Chanda walks up to them.)

- Chanda** : What are you doing?
Aman and Beena : We are sitting on this invisible bench.
Chanda : Can I join you?
Aman and Beena : Sure.



(Aman and Beena get up, move to one side. All three sit down again when Dinesh and Ekta walk up to them.)

- Dinesh and Ekta** : What are you guys doing?
Aman, Beena, Chanda : We are sitting on this invisible bench.
Dinesh and Ekta : Can we join you?
Aman, Beena and Chanda : Sure.



(They get up, move a little to one side. All five children sit down forming a line.)



(Farukh walks on stage.....)

Farukh : What are you guys doing?

All others : Just sitting here
on this invisible bench.

Farukh : No you aren't! (Points)
I moved the bench
over there.



All others : Oh, no!

(They all fall down.)



Farukh : Ha, ha !

Aman : Let's do that again.

(The first five children move to one side and then sit down again.)

Farukh : What are you guys doing?

All others : Just sitting here on this invisible bench.

Farukh : No you aren't. (Points) I moved the bench over there yesterday.

Aman : But I moved it back here this morning !

Farukh : Then it's all right. Can I join you ?

Aman : Sure.

(They all sit down in a line.)

Farukh : I have an idea. Let's start again.

(Gets up, walks away and runs up to the children again.)

Farukh : What are you guys doing?

All others : Sitting on this invisible bench.



Farukh : Oh, no ! I had just finished painting that bench !

All others : AAAAGH !

(Stand up and wipe the imaginary paint off their back sides.)

Aman : Let's do that again.

All others : OK.

(Aman, Beena, Chanda, Dinesh, Ekta sit down on the imaginary bench. Farukh gets up, walks away and comes back again.)



Farukh : What are you guys doing ?

All others : Sitting on this invisible bench.

Farukh : Oh, no! I had just finished painting that bench!

Aman : Oh, that's ok. We all have our invisible paint suits on.

(All stand up, unzip the front of their imaginary suits and step out. Then they begin to fold the invisible suits.)



Farukh : I have another idea.

(Walks away and comes back again.)

Farukh : What are you guys doing?

All others : We are moving this invisible bench.

Farukh : I heard they are serving invisible cakes in that hall there –



(All throw down the invisible bench and run in the direction of the hall. Farukh follows.)



1. Enact the skit.

2. Can you think of other imaginary actions to use in this skit?

Discuss them in groups of five. Make a list of about five such actions in the group. Then extend the skit or write a new skit using those actions.

3. Use the following ideas to answer the question 'What are you doing?' and enact your answers.

- * invisible pen
- * invisible shoes
- * invisible tree
- * invisible needle and thread
- * invisible paper
- * invisible umbrella
- * invisible wall
- * invisible scissors
- * invisible ball
- * invisible board

I'm
skipping
this
invisible
rope.



4. Join the pieces to make at least 10 meaningful sentences.

Remember to use a question mark if you begin your sentence with 'who'.

2.4 The Mouse Merchant

Once, a rich merchant was scolding his lazy son. “I gave you so much money to start a business and yet you have not earned anything. You are good for nothing! Look at this dead mouse. A capable man can start a business even with something as useless as this!”

Somadatta who was a poor orphan boy heard his words. He went in and requested the merchant, “Please lend me this mouse as a capital and I will try my luck.”

The merchant burst out laughing. But still, he gave the mouse to Somadatta and took the receipt that Somadatta wrote out to him.

Somadatta was walking down the street with the dead mouse in his hand, when another shopkeeper called him. “Come here, boy. I need the mouse to feed my cat. I will give you two handfuls of gram for it.” Somadatta accepted the gram.

At home, Somadatta roasted the gram well. Then he took a pitcher of water and stood at the crossroads with his gram and the water. He waited for a long time.

In the evening, when the labourers were returning from the wood, they saw the boy with roast gram and water. Somadatta offered them the gram and water politely.





“But we have no money. Two sticks of wood is all we can give !”

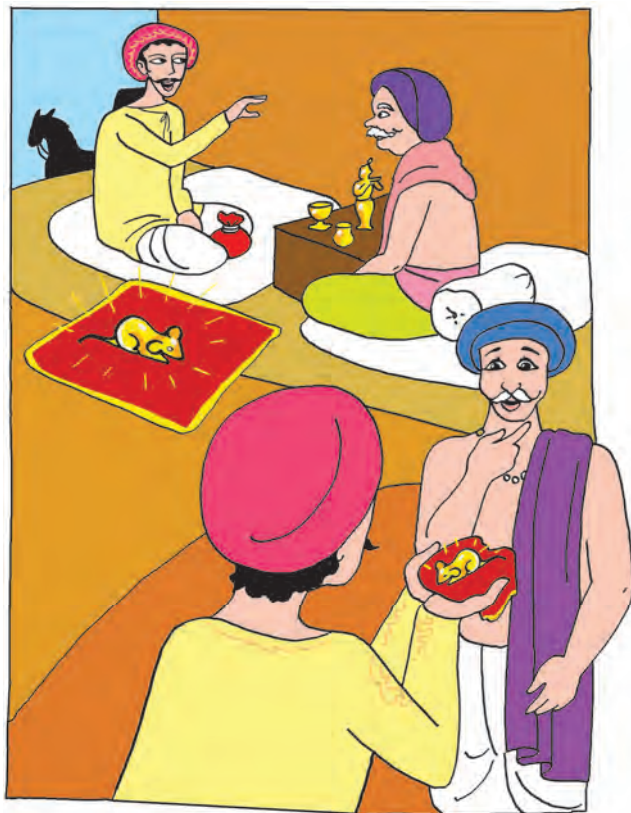
“That’s a good payment for this simple fare!” exclaimed Somadatta. By accepting two sticks from each labourer Somadatta collected a small bundle of sticks. He took the bundle to the market, sold it and bought some more gram with it.

Somadatta did this every day. He became well-known among the labourers as the nice boy who offered tasty gram and refreshing water just for a couple of sticks. Many of them began to buy his gram every day on their way back from the woods. Somadatta got several bundles of sticks every day because now he had so many customers.

Once, when Somadatta was selling the sticks in the market, he met a potter. He needed wood to burn in his furnace. In return for the sticks, he gave Somadatta pots for his gram and a few pitchers for the water.

Somadatta did not waste any money. He worked hard to sell the wood in the morning and the gram in the evening. One day, he had enough money to buy all the wood from the labourers. He sold it at a good price in the market. After some time, he even set up his own shop in the market.

He was always polite to his customers. Some of them paid him cash while others paid him in kind. They gave him whatever articles they could offer. Somadatta always found some way of selling the articles to those who needed them.



After a few years, Somadatta became a wealthy merchant in the town. One day, he asked the goldsmith to make him a small golden mouse. He took the mouse to the rich merchant.

“I had borrowed a dead mouse from you as capital many years ago. Today I have come to return it. Please accept this golden mouse.”

The rich merchant was greatly surprised. He had a beautiful and intelligent daughter. She was so impressed with Somadatta's business skills that she asked her father if she could marry him, and he agreed. Thus Somadatta who was a poor orphan boy earned money and respect due to his intelligence, hard work and politeness.

It is not known whether the rich man's son learnt any of the skills from Somadatta.



POINTERS

1. Listen to the story carefully.

Underline or note the words that you do not understand.

Try to guess the meaning of each word.

You can look up the words in a dictionary.

Or, you can ask your teacher the meaning of the words.

2. Read the sentence in 'A' and find the word whose meaning is given in 'B'.

A

B

- | | |
|---|---|
| • Once a rich man was scolding his lazy son. | – shouting angrily |
| • Somadatta was a poor orphan boy. | – person who has no parents or close relatives |
| • That's good payment for this simple fare! | – food |
| • He needed wood to burn in his furnace. | – place where a potter bakes his bricks, pots, etc. |
| • Some of them paid him cash while others paid him in kind. | – in the form of things, articles, grain, etc. |



3. Quiz your Teacher (with the help of the lesson)!

Student : Teacher, / Sir, / Madam, ...

	What does mean?/ What's the meaning of?	It means Look at it carefully. Try to remember it when I wipe it off.
	How do we say (an expression / sentence from your mother tongue) ?	We say ' '.
	How do you pronounce?/ What's the pronunciation of?	' ' : Listen carefully and repeat after me : Got it ?
	How do you spell? / What's the spelling of ?	It's I will write the word on the board.
	What's the English word for (a word from your mother tongue) ?	It's / I'll have to find it out. I'll tell you tomorrow. / There's no English word for this. You can use the word as it is in English.

Now, make groups of five and play the role of Teacher and Students, turn by turn.

4. Read the story and list the objects that Somadatta sold.

5. Present the story of Somadatta in the form of a flowchart that shows his progress. (Use 5-8 steps.)



I'm going to start a business.



6. Use any one of the following as the starting point and build a story on what happens afterwards. You may present your story in the form of a flowchart / the main points / a few pictures with labels (and speeches).

1. Children were playing cricket in the street.
Their ball went in through Kale Auntie's window.
2. Aneesh planted a mango seed on a hill.
3. Anisha built a robot to do her housework.
4. Sai found an ear of corn in her backyard.
5. A leaf fell on Chicken Licken's head.



LEARNING

about

LANGUAGE

ADJECTIVES

Many times we have to describe people, places, animals or other things. We use 'describing words' to do so. Given below are some such 'describing words'.

Read them and find at least three suitable nouns for each describing word.
Example - beautiful : place, flower, handwriting.

a beautiful place, a beautiful flower, beautiful handwriting.

poor : .....	.....	.....	lazy : .....	.....	.....
dead : .....	.....	.....	good : .....	.....	.....
small : .....	.....	.....	well-known : .....	.....	.....
polite : .....	.....	.....	golden : .....	.....	.....

Words that describe a noun or pronoun are called **adjectives**.

Now spot the adjectives in the following.

Anjita : Are you ready?

Ranjita : No. I am looking for my big blue sharpener.

Anjita : Why don't you take this green and small one?

Ranjita : Oh ! It's old. It has become blunt.

Anjita : Be quick, please.

- How wonderful were the days we spent at Sagroli !
- Unforgettable moments !
- The jackal was very clever.
- I like fresh vegetables.
- We are sitting on this invisible bench.

2.5 The Man who Thinks he can...

If you think you are beaten, you are.
If you think you dare not, you don't,
If you like to win, but you think you can't,
It is almost certain you won't.

If you think you'll lose, you're lost.
For out of the world we find,
Success begins with a fellow's will.
It's all in the state of mind.

If you think you are outclassed, you are.
You've got to think high to rise.
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the man who thinks he can.

- Walter D. Wintle

- **will** : Here, it means the power of a person's mind.
- **think high** : think of going up, doing better
- **state of mind** : the way someone thinks, feels, etc. at that time
- **outclassed** : A person is outclassed when others are better than him or do better than him.



Man thought he could fly.
That is why he invented
aeroplanes.



1. Answer the questions orally.

- When are you beaten?
- When are you afraid of doing something?
- When will you not win?
- When are you lost?
- Where does success begin?
- What should you do if you want to win a prize?
- Do you always win the first time or do you have to try again and again?

2. Copy any four lines of your choice from the poem.

3. Say the following sentences aloud as if you are -

- * nervous * afraid * angry * happy * confident

We must win this match.

I want to learn this song.

I will finish my homework in time.

4. Form groups of five.

Discuss with examples how your 'state of mind' can help you to do something – how it helps you to try harder and better.

LEARNING

about

LANGUAGE

USING 'APOSTROPHE'

Note that the words in A are all short forms of the words given in B.

A	B
don't	do not
can't	cannot
won't	will not

A	B
you'll	you will
you're	you are
you've	you have

But fellow's and life's stand for of a fellow and of life respectively. The sign (') is called apostrophe.

It is used in short forms to show that some letters in the words have been dropped. The apostrophe is also used with 's' in phrases like Meena's shoes, Mohan's ruler, a cat's paw, etc.

Find at least 5 examples each of – (a) short forms and (b) 'noun + 's from the book.

2.6 How Glass is Made

Glass is one of the most beautiful substances that we see around us. Just take a look around yourself and see how many things you can find that are made of glass – light bulbs, bottles, jars, glasses, reading glasses, marbles, windowpanes – to name just a few. Where does this glass come from?

How glass is made



The glass that is used to make so many everyday things is a man-made material. Can you guess what it is made from? It may seem unbelievable, but this clear, transparent and smooth looking material is actually made from sand !

Glass is made by heating a mixture of clean white sand and chemicals like soda and lime. The mixture is heated in a furnace till it turns into hot, liquid glass. When it cools down, it becomes stiff and hard.

How glass is shaped

Once glass has become cold, stiff and hard, it is not possible to shape it. Glass is brittle. That means it breaks easily. It has to be shaped into different articles when it is still hot and soft.

Very hot glass is more like a liquid – you can pour it, mould it, roll it, press it or even blow it to make a variety of shapes.

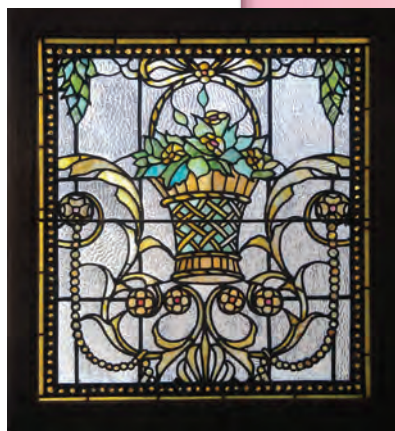
Hot liquid glass is poured into moulds and hardened to make articles of various shapes and sizes. It can also be rolled out to make flat sheets of glass. In another process, molten glass is floated on a bed of molten metal to make very flat glass sheets of even thickness. Gobs of hot liquid glass can be blown into bottles, bulbs, glasses and other objects. Liquid glass can also be drawn out into very thin fibres or glass wool.

Some properties of glass

Glass has many useful properties. It is transparent – you can see through it. It is strong and hard. You can put a lot of load on it. It is impermeable – it does not allow water or other liquids to pass through and it doesn't get soggy or stained itself. Glass has no effect on the food, water or other substances stored in glass containers. In other words, it doesn't impart a smell, or taste to them. Ordinary glass has a smooth surface and it can be washed easily. And last but not the least important is the fact that it looks beautiful. No wonder then, that it is used to make so many things.

Coloured Glass

Ordinary glass is colourless but it is possible to produce coloured and transparent glass by using different combinations of chemicals in the glass making process. Glass can be given many beautiful colours – blue, violet, turquoise, ruby red, pink, amber, orange, deep yellow, purple, amethyst, dark green, even black and white !



Stained Glass

Coloured glass is used to make beautiful pictures, especially in windowpanes. Such windows are known as 'stained glass windows'. They are seen mostly in churches. Coloured glass can also be used to make beautiful sculptures or decorative articles. It is also possible to paint on glass using special chemicals and processes.



Glass can be recycled!

Another unique feature of glass is that it is 100% recyclable. Old glass can be used to make new glass any number of times. Recycling glass in this manner is much cheaper than making new glass from raw materials. It requires much less heat, and a lot of energy is saved. If you recycle even a single glass bottle, you save enough energy to power a colour TV for about 20 minutes. So, the next time you throw away a glass bottle, think ! Glass is valuable.

POINTERS

1. Find the following lists from the passage and copy them.

- * Everyday things made of glass
- * What you can do with hot liquid glass
- * Names of colours



2. Guess the meaning of the following words from the passage :

- * molten
- * transparent
- * impermeable
- * impart
- * recyclable

3. Write short notes on the following using suitable diagrams.

- * How glass is made
- * How glass is shaped
- * Some properties of glass

4. Find out how paper and plastic are recycled.

5. Prepare a poster each to urge people to -

- (a) Use glass carefully - 'Handle Glass with Care!' (b) Recycle glass.

VERBS

Write what the following do :

Monkeys Turtles Lions

People Cats Girls and Boys

You may have used words like jump, walk, swim, hunt, roar, purr, play, etc to complete the above sentences. All these words show action. Such words are known as **verbs**.

A verb is a word or a group of words that shows action - for example, pour, mould, roll, press or blow.

Can you think of some verbs that we use very often ?

* c o □ □

* g □

* gi □ □

* ta □ □

* ma □ □

* br □ □ □

* c □ □

* jo □ □

* re □ □

* wr □ □ □

Some verbs tell us what is happening or has happened or will happen, etc. even when there is no one to 'do' it. For example :

- It **rained**.
- It **became** dark.

Some verbs describe a state, for example :

- She **was** tired.
- He **is** happy.
- The rabbit **has** red eyes.

A sentence usually contains one or more verbs.

A sentence with a verb expresses a complete thought or idea.

Now, try to make complete sentences in English or in your mother tongue.

What do you find ?

Read any paragraph from the passage.

Can you find any sentence without a verb ?

Beautiful!
This place
is so
beautiful!



2.7 Ad‘wise’ Customers

You must have seen ‘ads’, that is, advertisements on TV and in many other places. Advertisements are given by owners of different companies to tell people about their products. Their aim is to make people buy those products.

Advertisements are designed in such a way that people are impressed when

they see them. They feel like buying the product – that is what the owners want! But is the advice in the ads always good for you? You must think about it carefully.

You must act like a wise customer, and decide what to buy, how much to buy and what not to buy!

What the ad says :

Feeling happy?
Krispy Krunchy!



Feeling sad?
Krispy Krunchy!



Feeling tired?
Krispy Krunchy!



Lost the match?
Krispy Krunchy!



Won the cup?
Krispy Krunchy!



Day and night,
Krispy Krunchy!



Now and then
Krispy Krunchy!



For you and me
Krispy Krunchy!



Every time!
Krispy Krunchy!

Only for ₹ 5!

*Get one pack
free on 5 !*

My Teacher says :

We see many types of chips, wafers and other snacks in the market. We get them in attractive packets or pouches. These snacks are usually fried foods that contain a lot of salt and spices. They are good to taste – but not so good for your health if you eat them all the time.

Growing children need a balanced and nourishing diet that includes different types of cereals, pulses, fresh vegetables, fruits, nuts, milk, etc.

Dal rice,
peanuts,
bananas,
beans, yoghurt
are my
favourites.



POINTERS

1. Enact the advertisement :

Seven children wait in different places, striking a suitable pose as shown in the ad. The character 'Krispy Krunchy' comes in dancing. He goes near every child, singing the words shown in the ad. He offers a Krispy Krunchy piece to every child.

The child eats it and begins to smile and clap. At the end, the character faces the class, shows a big pack of Krispy Krunchy and presents the last few lines.

2. Discuss the following questions after you have seen a presentation of the 'ad'.

- What does the ad tell you?
- How many times is the name Krispy Krunchy repeated in the ad? Why?
- What would happen if you never ate Krispy Krunchy?
- What would happen if you ate proper meals like rice and dal or dal-roti?
- What would happen if you never ate fruits and vegetables?

3. Present the information in the box 'My Teacher says'.

Translate the box 'My Teacher says' into your mother tongue.

What the ad says :

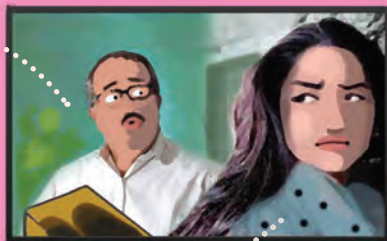
Didi, Didi,
Look at this!
My new dress
for the party.
Where's yours?

No party for me!



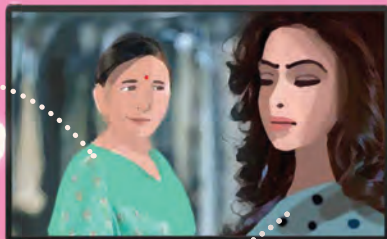
Bitia Rani,
Tap, tap, tap!
My new shoes
for the party.
Where are yours?

No party for me!



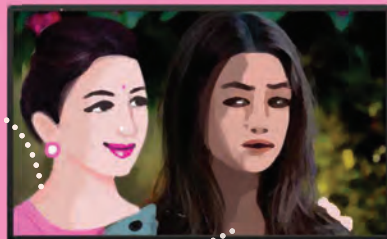
Bitia Rani,
Ting, ting, ting.
Choose new bangles
for the party.

No party for me!

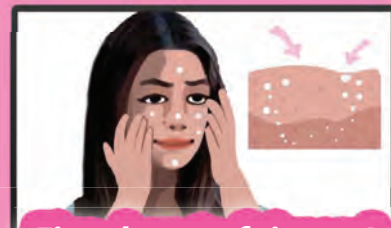


What's the matter?
Why are you sad?

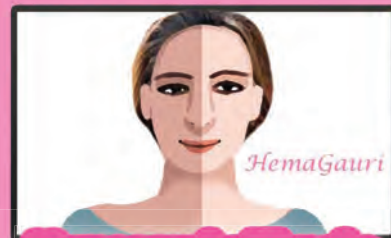
My skin is so dark.
I feel so bad.
No party for me!



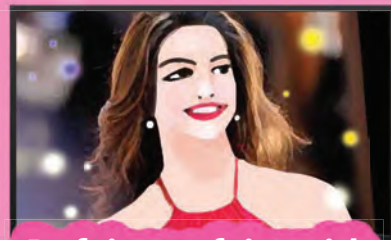
Is that all?
Don't worry.
Solve your problem
with **Hemagauri**.



Five days to fairness!



**Hemagauri will make
your skin shine!**



**Be fair as a fairy with
Hemagauri.**



₹ 10 off
on every 100 gm tube
or bottle -

*Hurry! Offer closes
on 1 April.*

My Teacher says :

Who says black is not beautiful? The colour of your skin has nothing to do with your beauty. It's more important to be healthy, neat and tidy if you want people to like your looks.

You should eat well, exercise well, sleep well and drink enough water to get a healthy, glowing skin. Never feel bad about the colour of your skin or your natural looks.

Be careful when you try fairness creams. They may have side effects.

My fur coat is always clean and shiny.

Mia, let's go out and exercise to get a glowing skin.



POINTERS

1. Enact the ad by playing the roles of Didi and her relatives. One more child acts as the salesman of 'Hemagauri' and presents the text given in the pink speech bubbles.
2. Discuss the following questions after you have seen a presentation of the 'ad'.
 - Why does Didi say 'No party for me!'?
 - Can you become fair in five days?
How long will the effect of the cream last?
 - Will you love your brother or sister only if she's fair?
 - Think of the people you like.
Do you like them because they have a fair (white) skin or because of some other qualities? List those qualities.

Open Book Test: 1. A Note For Teachers

An open book test is one where children are allowed to/are expected to refer to their textbook at the time of taking the test. An open book test can reduce the burden of ‘memorizing’ facts, information, definitions, etc. from the book and children can face the test in a more relaxed, stress-free atmosphere.

At this stage, English is not a ‘content’ subject – the focus is not on remembering the actual events that are described in a story or poem or passage, but on **the way language is used** to describe the events - the persons, places, processes, etc. Children may memorise the facts or descriptions included in the textbook and then ‘reproduce’ them at the time of examination, but that is not enough. Our goal is to enable them to come up with similar or even ‘new’ descriptions on their own. An open book test can provide opportunities for doing that.

Here, the passages in the textbook are not seen as an ‘end’ in themselves. They serve as models, specimens or resources. What we want to assess is the extent to which children have learnt to use or handle these resources.

Many of the exercises, activities and games are designed to show the students how to use language texts as resources for

- learning on their own
- learning along with their friends
- and learning with the help and support of their teacher.

The texts and the activities serve a dual purpose. They introduce children to new words and also to strategies of learning new words; they introduce different patterns of sentence construction and also demonstrate how to frame similar sentences; they present language in specific contexts and also show how to use language appropriately in different contexts.

If these are our goals, what we should assess is whether students have learnt to use the textbook resources as per our expectations. Our assessment strategy should be changed accordingly. We should make the resources (textbook) available to the students for reference at the time of the test, and design tasks to see how they are handling the resources. Activities, games, projects, etc. would become a necessary part of this assessment. As a result, they would get the time and attention they deserve in the teaching - learning process, too.

Please DO NOT allow readymade answer keys, bazaar notes, etc. at the time of OBT- open book test

To prepare for an open book test, let your students browse through the textbook frequently. The more familiar they are with the texts, the easier the test will be for them. Otherwise, they will waste a lot of time just trying to locate the exact reference.

When I read the book, I think of new sentences.

I know how to find the words I need.



A few sample tasks and activities for an 'open book test' are given here. The teacher may add many other meaningful and innovative tasks to this list.

Open Book Test: 2. Some Suggestions



Design your own test!

- * Discuss the topics for writing short notes, letters and compositions. Make a list of at least 10 topics for each.
- * Discuss and list some challenging tasks for the test. The tasks should not be too easy or too difficult.
- * Discuss what questions should be used for a closed book test - words or sentences for dictation, etc.

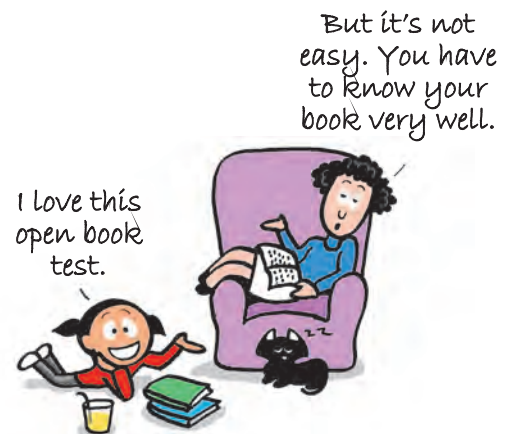
Involve the students in setting the question for the open book test.

Allow the children to choose any of these topics at the time of the test.

Allow the children to choose the words, sentences in advance.

Some tasks for an open book test:

- * Copy the given sentences or paragraph from the book without making any mistakes.
- * Read the following description. Find and write the page number on which such a picture is given. Add one more suitable line to the description.
- * Read the passage on page and draw a suitable flowchart / tree diagram / chart / picture, etc.
- * Read the passage and label the picture on page (The picture in the book should not have labels.)
- * Read the following lines and find the poem in the book. Write the next line/s.
- * Read the following passage. Find a similar passage in your textbook and list the difference in the two passages.
- * Read the dialogue on page..... and write a suitable but different response.
- * Find suitable :
 - (a) adjectives for given nouns
 - (b) nouns for given adjectives
 - (c) verbs that go with the given nouns
 - (d) nouns that go with the given verbs
 - (e) suitable adverbs for the given verbs, etc.





Study Tour Three

3.1 Time



60



24



7



4



12



100



How many seconds in a minute?

Sixty, and no more in it.

How many minutes in an hour?

Sixty, for sun and shower.

How many hours in a day?

Twenty-four, for work and play.

How many days in a week?

Seven, both to hear and speak.

How many weeks in a month?

Four, as the swift moon runn'th.

How many months in a year?

Twelve, the almanac makes clear.

How many years in an age?

One hundred, says the sage.

How many ages in time?

No one knows the rhyme.

- Christina Rossetti

- **swift** : moving quickly
- **almanac/almanack** : a book that gives information about important days and dates, phases of the moon, the daily time of the rising and setting of the sun, the moon, other

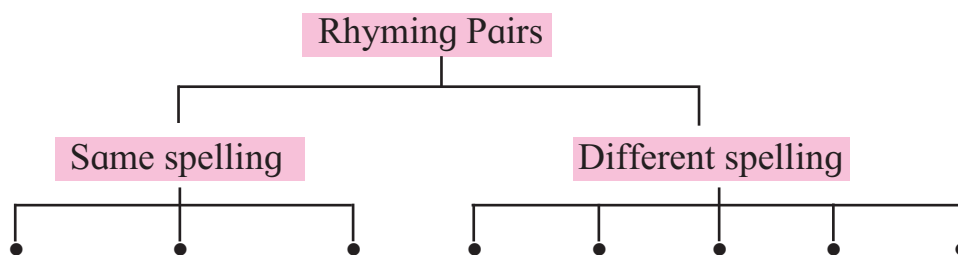
planets, and stars etc. An almanac gives this information for the whole year.

- **runn'th** : runneth, old form of 'runs'.
- **sage** : wise man



POINTERS

1. Form pairs to read the poem aloud. One person reads the question (the first line in each stanza) and the other one reads the answer. Practise doing this and then present the poem in a pair.
2. List the rhyming words or phrases from the poem. Then put each pair into two groups as follows -



3. List all the words related with 'time' from the poem.
4. Write other chains of 'How many' questions and answers.
Example : 'How many milligrams in a decigram?'

milli - centi - deci - metre / litre / gram - deca - hecto - kilo

5. The poem contains some idiomatic pairs – two words that are often used together -
* sun and shower * work and play * hear and speak

Now join the words in 'A' and 'B' using and / or to make more idiomatic pairs.

A		
day	left	more
now	life	sooner
here	north	trial
read	east	yes
bread	back	on
up	give	in
high	make	black

B		
night	right	less
then	death	later
there	south	error
write	west	no
butter	forth	off
down	take	out
low	break	white

3.2 The Magic Herb



‘Knock! Knock! Knock!’ Someone was knocking on the door of the inn. It was already getting dark outside.

“Who’s there?” the innkeeper called from within.

“I am a poor, tired merchant. I want to spend the night at the inn,” said the man outside.



The innkeeper was not pleased to hear that the man was poor. But all the same, he opened the door and brought him inside. The merchant wore simple garments and carried only a simple cloth bag on his back.

“I have spent a long, tiring day at the market. I don’t have the energy to walk back to my village. Please prepare a simple dinner for me,” requested the merchant.

The innkeeper just nodded and went back to the kitchen.

“Ugh! What’s the point in serving such beggarly customers! He calls himself a merchant, but look at his clothes! Look at his bag! His shoes are all worn out. He has to carry his merchandise himself. Cannot afford a servant! Cannot afford even a good meal!” He began to complain to his wife.

“You are right!” said his wife. She was as greedy and unkind as her husband.

“We cook a meal for him, give him a place to sleep, and what is he going to pay in return? Just a couple of coins maybe! Why did you take him in? Drive him out.”





“No, no!” said the innkeeper. “That is not good for our reputation. But I have an idea – a very clever idea ! I have this magic herb. I bought it long ago. Whoever eats this herb forgets something. We will cook a good meal for this fellow and add the magic herb to it. Then he is sure to forget some of his merchandise here tomorrow.”

“How clever you are!” exclaimed the wife. “Yes, what else can he forget? He has just his merchandise with him. Maybe he will forget all of it and leave it behind here. It will surely be ours tomorrow!”

So that’s what the greedy couple did. They cooked a tasty meal for their customer and added the magic herb to it. The poor merchant did not suspect anything. He thanked the innkeeper for the good meal and went to bed.



The next morning, as soon as the innkeeper and his wife woke up, they went to the merchant’s room! But alas! The merchant was not there. The room was empty.

“What’s this? There’s no one here. And where’s the bag of merchandise? That, too, is gone!”



“Let’s check. The magic of the herb is quite strong. He must have forgotten something. He must have left something behind!”

The innkeeper searched in every nook and corner of the room but he couldn’t find anything. “How come he forgot nothing? I can’t believe it!” said he.

Suddenly the wife slapped herself on the forehead. “We were so foolish! He has certainly forgotten something! HE HAS FORGOTTEN TO PAY US!”

The innkeeper never used the magic herb again!

- A Japanese folk-tale



- **inn** : a small hotel
- **afford** : have enough money for something
- **beggarly** : like a beggar, very poor
- **reputation** : people's opinion - what they think someone / something is like
- **merchandise** : goods for sale, things that a merchant sells
- **suspect** : doubt something, think that something is wrong

POINTERS



1. Answer the following questions :

- (1) Who was knocking on the door of the inn?
- (2) Why was the innkeeper not pleased?
- (3) What did the merchant request?
- (4) Why did the innkeeper not drive the merchant away?
- (5) What was the speciality of the magic herb?
- (6) What did the merchant forget?

2. Form groups. Convert the story into a play.

Read your play aloud.

3. Describe the merchant and the innkeeper with the help of the story and using your own imagination.

4. The 'k' in 'knock' is silent. It is not pronounced.

Write two other words with a silent 'k'.

Underline the silent letter in the following words.

- | | | | | |
|------------|-----------|----------|---------|----------|
| * write | * right | * wrist | * palm | * school |
| * scissors | * pitcher | * listen | * rhyme | * hour |

Don't say
Pad-dy.
One 'd'
is silent.



Don't say Bittu.
The other 't'
in 'Bittu'
is not silent.



watch
catch

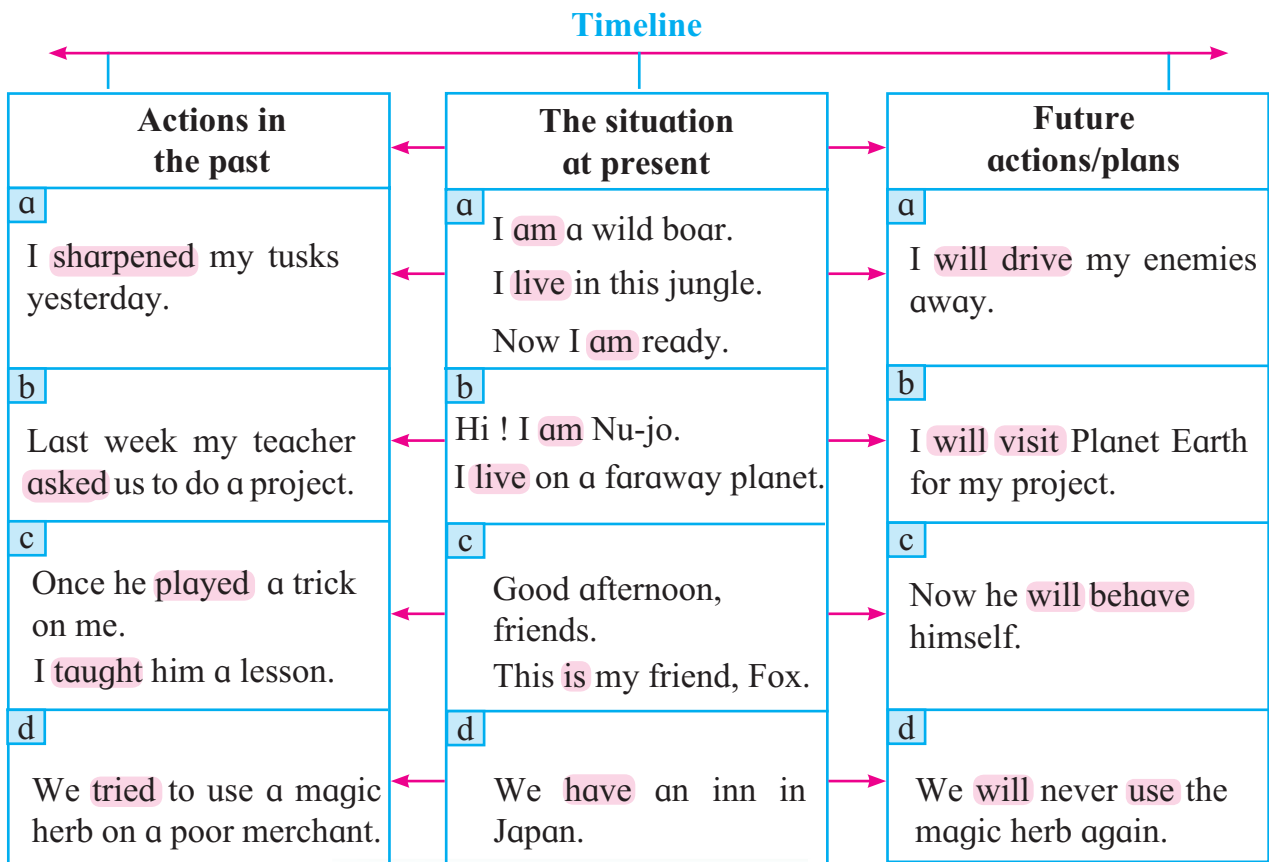


walk talk
dodge badge

5. Read what the following characters are telling you now.

- (a) 'I am a wild boar. I live in this jungle. I sharpened my tusks yesterday. Now I am ready. I will drive my enemies away.'
- (b) 'Hi ! I'm Nu-jo. Last week my teacher asked us to do a project. I will visit Planet Earth for my project. I live on a faraway planet.'
- (c) 'Good afternoon, friends. This is my friend, Fox. Once he played a trick on me. I taught him a lesson. Now he will behave himself.'
- (d) 'We have an inn in Japan. We tried to use a magic herb on a poor merchant. We will never use the magic herb again.'

Let's rearrange their sentences properly on the timeline -



LEARNING

about

LANGUAGE

TENSES : The past, the present and the future

Note the verbs in the sentences in the three columns. In the 'past' column, they have different forms — sharpened, asked, played, taught, tried. In the 'future' column, the verbs have 'will' before them. The different forms of verbs that show the 'time' of the action are called **tenses**. Guess the present tense of 'taught' and the past tense of 'is', 'have' and 'live'.

3.3 Eco-friendly Celebrations

25 September 2015
Pune

Dear Atharva,

I received your letter. Hey! First of all, congratulations! It's really amazing that you have celebrated eco-friendly Ganesh Utsav in America. Please write to me more about it.

Here, we are also planning to celebrate an eco-friendly Diwali. Are you surprised? Yes, we are actually planning a Diwali without crackers. Hmm! But of course with delicious, traditional snacks — mouth-watering chaklees, anarsaas, karanjees and laddoos.

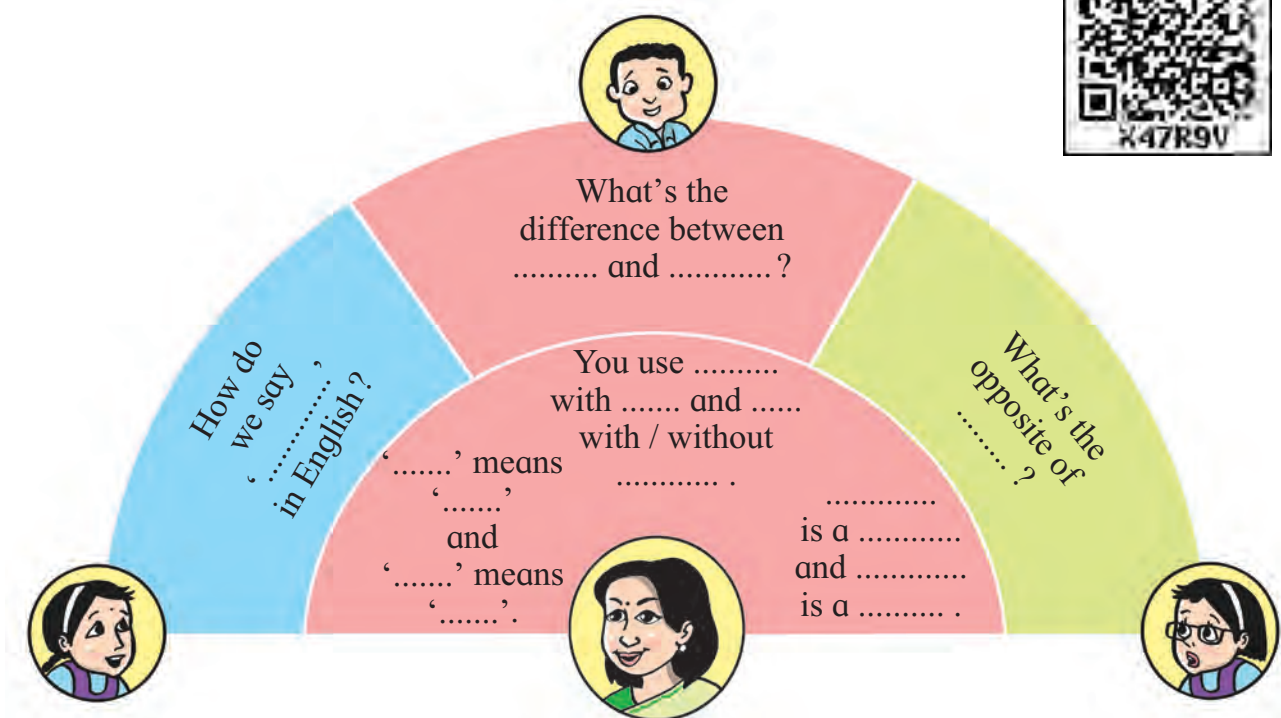
To make up for the crackers, we are going to make a beautiful paper-lantern at home. I am also going to make a model of Fort Raigad. I am collecting some pictures and a lot of information about Raigad.

When are you planning to come to India? We are all waiting to meet you. Remember bro! We are not just cousins, we are friends too.

I always love to read your letters. Atharva, I have heard a lot about Thanksgiving and Halloween in the U. S. I am really curious to know more about them. Please do write to me.

Convey my regards to Kaka and Kaku.
Love to dear Ojas.

Yours lovingly,
Sharva



- 61

8. Write a letter to your friend / cousin using the following format.



Date
Place

My Dear ,

Hi/Hello. Thanks for your letter./
I received your letter. It was nice to know
that..... ./
I was sorry to hear that Please tell
me about

I am/We are planning to
I am/We are also going to

You know my friend / friends (names)
He / She is / They are going to

When you come here, we will
.....

How are ? Give my regards to
..... and love to

Yours, / Yours lovingly,
.....

9. Read and remember :

Eco-friendly : Eco-friendly means not harmful to the environment. When something is eco-friendly, it is good for the earth, for human beings and all other living things on earth. It does not pollute or damage air, water, soil or land.

In what ways can you do something that is eco-friendly? How can you be an eco-friendly person yourself? To be eco-friendly, you use resources like food, water, electricity carefully, without wasting them. You avoid using toxic chemicals and materials like plastic. You help to grow more trees and care for the animals in your neighbourhood.



Celebrate Holi with Natural Colours

Grate a couple of medium sized beetroots and soak them in a little water. After a while, you will get a beautiful dark pink-red colour. Add it to a bucketful of water.

Keep the petals of the *palas* (flame of the forest) flowers in water for a few hours. You will get a very pretty orange colour. The red *jaswand* (hibiscus) flowers will give a deep red colour.

Dry the petals of *zendu* (marigold) flowers – in shade. Then you can powder them to get a dry colour powder. You can add this powder to water, to get a wet colour.

Dry the leaves of neem, mint, coriander, spinach, etc. in shade to get a dry green powder. If you crush or grind the fresh green leaves you get a green paste. If you add the paste to water, you get green water !

Talk to your mother to find out what other things in the kitchen can give you safe natural colours !



3.4 At the Science Fair

MARBLING

‘Hello, I’m Bhumika. I’m going to show you an interesting process of coating paper - The process is called marbling.

For this, we need the following :

- a bucket, some water
- kerosene or turpentine
- oil-paints (red, blue, yellow, etc) and a brush
- white sheets of paper

Now I will explain the procedure :

First we need to fill this bucket three fourths ($\frac{3}{4}$) – up to here – with water.

The oil-paints are thick. We dilute the paints with a spoonful of turpentine or kerosene. Stir it nicely to get a good mixture.



Now I will use the brush, take a few drops from each of the oil-paints and sprinkle them gently on to the water.

The paint floats on water. I'll use the brush again to twirl the colours and make different shapes and designs on the surface of water. Isn't it interesting? The next step has to be done very carefully.

I will keep this drawing paper gently on the surface of the water and press it a bit.

Yes, now let us lift the sheet out of the bucket like this. Hey! What do we see? Such beautiful colours and shapes and designs! We will keep the sheet of paper away till it dries.

Do you want to try marbling a sheet of paper? Let me help you. No? Ok. Thank you for watching my presentation.

Oil doesn't dissolve in water, but floats on its surface.
We use this property for marbling.

POINTERS

1. Learn to present the process of marbling. Do so with a demonstration, if possible.

2. Read the following fractions :

$\frac{1}{2}$: one half

$\frac{3}{2}$: three halves

$\frac{1}{3}$: one third

$\frac{2}{3}$: two thirds

$\frac{1}{4}$: one fourth

$\frac{3}{4}$: three fourths

$\frac{1}{5}$: one fifth

$\frac{2}{5}$: two fifths

$\frac{1}{9}$: one

$\frac{7}{4}$: seven



3. Find 3 nouns, 3 pronouns and 3 prepositions from the passage.

4. Form pairs. Write a set of (step-by-step) instructions for marbling paper.

5. With the help of your teacher or parents, collect other simple craft activities and learn to present at least one of them.

6. Prepare a poster for your marbling activity.

MAGIC WATERING CAN

‘Good morning! I am Tanmay. I love to water my plants and my plants love water! They want showers every day! But we cannot waste water. That is why I have made this magic watering can for them!’

To make the magic watering can, we need :

an empty tin with a lid, a nail and a hammer.

This is how I made the can :

I made a hole in the bottom of the tin using the nail and the hammer. Then I took the lid and made many holes in it. I was very careful not to hurt myself.



The magic watering can is now ready for use !

Now, see how I use my magic can :

I put a finger on the bottom hole, and fill the can with water. Then I put the lid on the tin and turn the tin upside down, without removing my finger.

See, now I will remove the finger. The shower starts. When I close the hole with my finger, the shower stops.

Would you like to try this magic ?

It is because of air pressure that the water starts falling down from the can. And when it stops, that is also due to air pressure – the pressure of the air outside the can.

POINTERS

1. **Present the process of making and using a watering can.**

2. **Complete the following sentences in at least two different ways, using your imagination.**

- (a) I was very careful not to
- (b) Would you like to ?



3. **Read and translate the following sentence.**

‘I love to water my plants and my plants love water !’

Here, water is used first as a verb and then as a noun.

Find other words that are used as a noun and as a verb.

4. **Form pairs. Write a set of step-by-step instructions for -**

- (a) Making a magic watering can
- (b) Using a watering can.

5. **With the help of your teacher and parents, collect other simple science experiments and learn to present at least one more experiment.**

6. **Prepare a poster on your ‘Magic Watering Can’.**

3.5 The Duck and the Kangaroo



Said the Duck to the Kangaroo,
“Good gracious! how you hop!
Over the fields and the water too.
As if you never would stop!



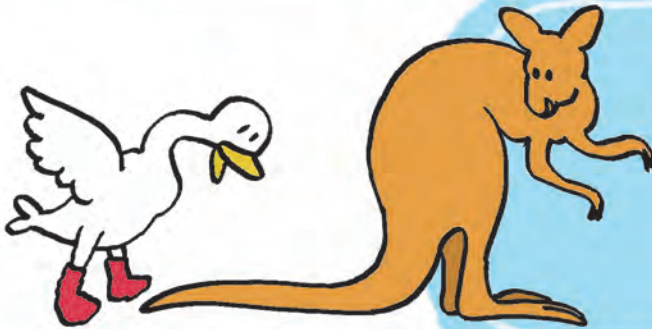
“My life is a bore in this nasty pond,
And I long to go out in the world beyond!
I wish I could hop like you!”
Said the Duck to the Kangaroo.

Said the Kangaroo to the Duck,
“This requires some little reflection:
Perhaps on the whole it might bring me luck.
And there seems but one objection.



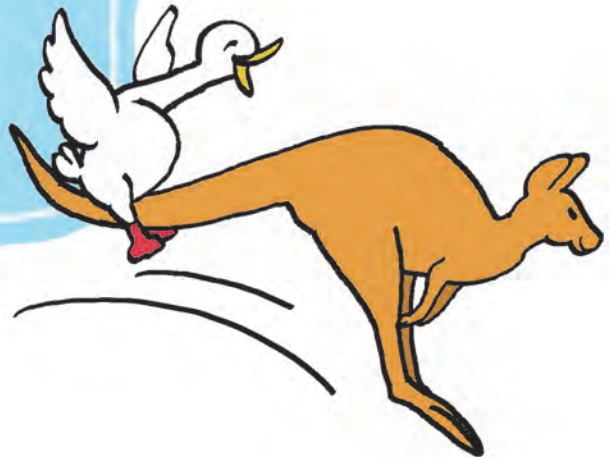
“Which is : if you’ll let me speak so bold,
Your feet are unpleasantly wet and cold.
And would probably give me the roo -
Matiz !” said the Kangaroo.

Said the Duck, “As I sat on the rocks
I have thought over that completely.
And I bought four pairs of worsted socks
Which fit my web-feet neatly.”



Said the Kangaroo, “I’m ready!
All in the moonlight pale;
But to balance me well
dear Duck, sit steady!
And quite at the end of my tail!”

So away they went with a hop and a bound.
And they hopped the whole
world three times round :
And who so happy, O Who,
As the Duck and the Kangaroo?



- **‘Good gracious!’** : an exclamation, words used to show surprise or other strong feelings
- **bore (noun)** : something that is dull, not interesting
- **long (verb)** : wish for something, want something very much
- **reflection** : thinking
- **objection** : reason for not doing something
- **roo- matiz** : The poet’s funny way of saying rheumatism which is a disease.
- **worsted** : special woollen fabric
- **bound (noun)** : big jump

1. Form groups of three. Play the roles of the narrator the Duck and the Kangaroo and read the poem aloud with proper pauses and intonation.

2. Read aloud the following words. Note the difference in the long and the short vowel sounds.

- | | | | |
|-------------|---------------|-------------|-------------|
| * fit-feet | * bit-beat | * hit-heat | * sit-seat |
| * pick-peak | * chick-cheek | * tick-teak | * lick-leak |

Find other pairs of words with long and short vowel sounds.

Example : pen-pain,

3. Put the following events in the order in which they took place.

- The Duck told the Kangaroo about his wish.
- The Duck was bored.
- The Duck lived in a pond.
- The Kangaroo agreed to take the Duck with him.
- The Kangaroo thought about it.
- The Duck decided to talk to the Kangaroo.
- The Duck and the Kangaroo travelled round the world three times.
- The Duck bought four pairs of socks.

4. Use other words in place of the highlighted words to make meaningful sentences.

- How you **hop** !
- As if you would never **stop** !
- I long to go **out in the world**.
- I wish I could **hop** like **you** !
- Who so **happy**, O Who, as the Duck and the Kangaroo ?



5. Tourists and Citizens :

Prepare the following placards. Let different children stand in different places to create a make-believe town in the classroom. Other children play the roles of (a) citizens and (b) tourists.

The tourists enquire about the route to different places in the town and the citizens guide them.

They may also exchange more information about the places.

- | | | | |
|------------|-----------|--------------------|--------------|
| * garden | * bank | * school | * old palace |
| * hospital | * museum | * zoo | * college |
| * factory | * library | * art gallery | * laboratory |
| * stadium | * theatre | * old market place | |

You may use your imagination to give names to the above places.

LEARNING about LANGUAGE

ADVERBS

Read aloud the following sentences :

- * I have thought over that completely.
- * The socks fit my feet neatly.
- * Balance me well.
- * Sit steady.
- * So they went away.

The underlined words are known as **adverbs**.

An adverb is a word that tells us something more about a verb, for example, * Sprinkle them gently. * Stir it nicely.

An adverb may give us more information about :

- an adjective : 'You are too kind'.
- another adverb : 'They ran very fast.'

Many adverbs end with '-ly'.

3.6 NEWSFLASH !

- Match the pictures, the headlines and the news items.

A

Rio de Janeiro, Tuesday, 8 March 2016 : This is a heartwarming story of the friendship between a penguin and a 71 year old Brazilian man called Joao Pereira de Souza. Joao is a retired bricklayer who lives in Proveta, a fishing village close to the coast of Rio de Janeiro. One day in 2011, he found a four month old Magellanic penguin on the beach near his house. The penguin was starving and was covered in oil. Joao brought him home. Over a week, Joao gently cleaned the penguin's feathers and fed him sardines (fish) till the bird was stronger. After that Joao tried to release him in the sea but every time the bird swam back to his home.

Joao named the penguin Dindim. Dindim stayed with Joao for nearly 11 months. In February, he got new feathers and coat. One day,

he disappeared. People thought Dindim had left Joao's house.

Imagine Joao's surprise when a few months later, Dindim walked up to him on the beach and returned home with him. For the last five years, Dindim has been following this routine. He goes away towards the end of January and returns in June. Where does he go? Magellanic Penguins swim thousands of kilometres to go to their breeding spot on the southern coast of Argentina and Chile. Every year Dindim makes the trip South, and swims back home to stay with Joao again.

You are not allowed to keep wild animals as pets in Brazil. But in this rare case, it is Dindim the Magellanic penguin who chooses to stay with his human friend every year!

B

Ahmedabad, Feb 15, 2016 :

A team of Indian and German scientists working near Bhuj in the Kutch region of Gujarat had found a big fossil of a dinosaur in a hill in Lodai village. On Saturday, they found a few more fossils. The new fossils include skull, jaw and some teeth of dinosaur. Their work of excavation or digging very very carefully still goes

on. It will take some time to take the fossils out. A sample of the fossils found earlier has been sent to Munich, Germany for further testing.

The fossils show that the dinosaur may have been 10-15 metres long. It was carnivorous (the meat eating type.) It lived 135 million (13.5 crores) years ago. This could be the oldest dinosaur fossil found in this century.

Fossil remains of other dinosaurs have been found earlier in the same region. Scientists think that at least 13 species of dinosaurs roamed this region once upon a time – more than one hundred million (10crores) years ago. Later on, due to a meteor strike, or volcanic eruption or some such reason all these animals were destroyed.

a

MORE DINOSAUR FOSSILS FOUND IN KUTCH

b

GRAVITATIONAL WAVES DETECTED FOR THE FIRST TIME

c

Dindim swims 8000 km every year to meet his friend

C

February 11, 2016 : For the first time in history scientists have detected 'Gravitation Waves'. Many people believe that this could be the greatest discovery of this century. It was made possible by the Advanced LIGO Project (Laser Interferometer Gravitational-wave Observatory) set up for this purpose. The LIGO project includes two identical wave detectors located about 3000 kilometres away from each other.

Einstein, the great man of Science had guessed long ago that these waves exist but in those days there was no way to prove that. After nearly a hundred years, he has been proved right by a group of about 900 scientists working on the project in many nations –including India.

Gravitational waves are ripples in the fabric of spacetime that travel outward from their source. They are generated in certain gravitational interactions. On 11 February 2016, the LIGO Scientific Collaboration and Virgo Collaboration team announced that they had made the first observation of gravitational waves caused by two black holes colliding against each other about one billion light years ago. Detecting the ripple or wave is a remarkable accomplishment.

1

FOUND! GRAVITATIONAL WAVES



Researchers at the Laser Interferometer Gravitational-Wave Observatory (LIGO) have found evidence of gravitational waves, a key feature of standard models of how the universe works. (PHOTO: LIGO SCIENTIFIC COLLABORATION)

WHAT ARE GRAVITATIONAL WAVES?

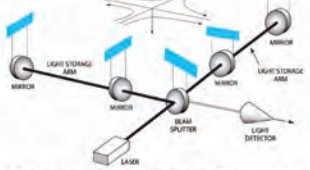
Gravitational waves are ripples in the fabric of spacetime that travel outward from their source. They are generated in certain gravitational interactions. The effect of gravitational waves is to stretch and squeeze space itself. (The effect of gravitational waves is to stretch and squeeze space itself. The effect of gravitational waves is to stretch and squeeze space itself.)

LIGO SITES

Gravitational waves, traveling at the speed of light, will have a difference of arrival time at the two LIGO observatories of up to 10 milliseconds. The delay allows scientists to calculate the origin of the waves.



HOW LIGO WORKS



The Laser Interferometer Gravitational Wave Observatory (LIGO) searches for distortions in space-time that indicate the passage of gravitational waves through the Earth. A laser beam is split down two 2.5-mile (4 kilometer) arms containing mirrors. The laser beams reflect off of mirrors to converge at the end of the arms, canceling each other out. The passage of a gravitational wave alters the length of the arms, causing the beams to travel different distances. The mismatch is measurable with a light detector. LIGO facilities in Louisiana and Washington state operate simultaneously; the two data points allow triangulation of a source's location in the sky.

SOURCE: NASA / JPL SPACE

4



BOLIVIA
BRAZIL
CHILE
ARGENTINA
Rio de Janeiro

Dindim travels up to nearly this point every year to meet his human friend.

2



3



1. Discuss the following questions and then try to answer them in English.

- (1) From what sources do people get news?
- (2) What could be the meaning of 'headline'?
- (3) Why is a date given with any news item?
- (4) How do we get news from other parts of the world so quickly?
- (5) What is the difference between the news we read in newspapers and the news we see on TV?
- (6) What makes 'news'?

Collect five interesting news items with pictures or photographs.

2. Read the following statements. Tick the ones that are 'news' and put a '×' mark against those that are not news.

- Meera went to school today.
- Meera reached Mt. Kalsubai in record time.
- Mayank got a birthday gift from his sister.
- Mayank won the first prize in a national swimming competition.
- Aseem found his missing pen.
- Aseem found a 200 year old coin.
- Ambika bumped into her sister in the kitchen.
- Ambika had an accident in the city square and broke her leg.



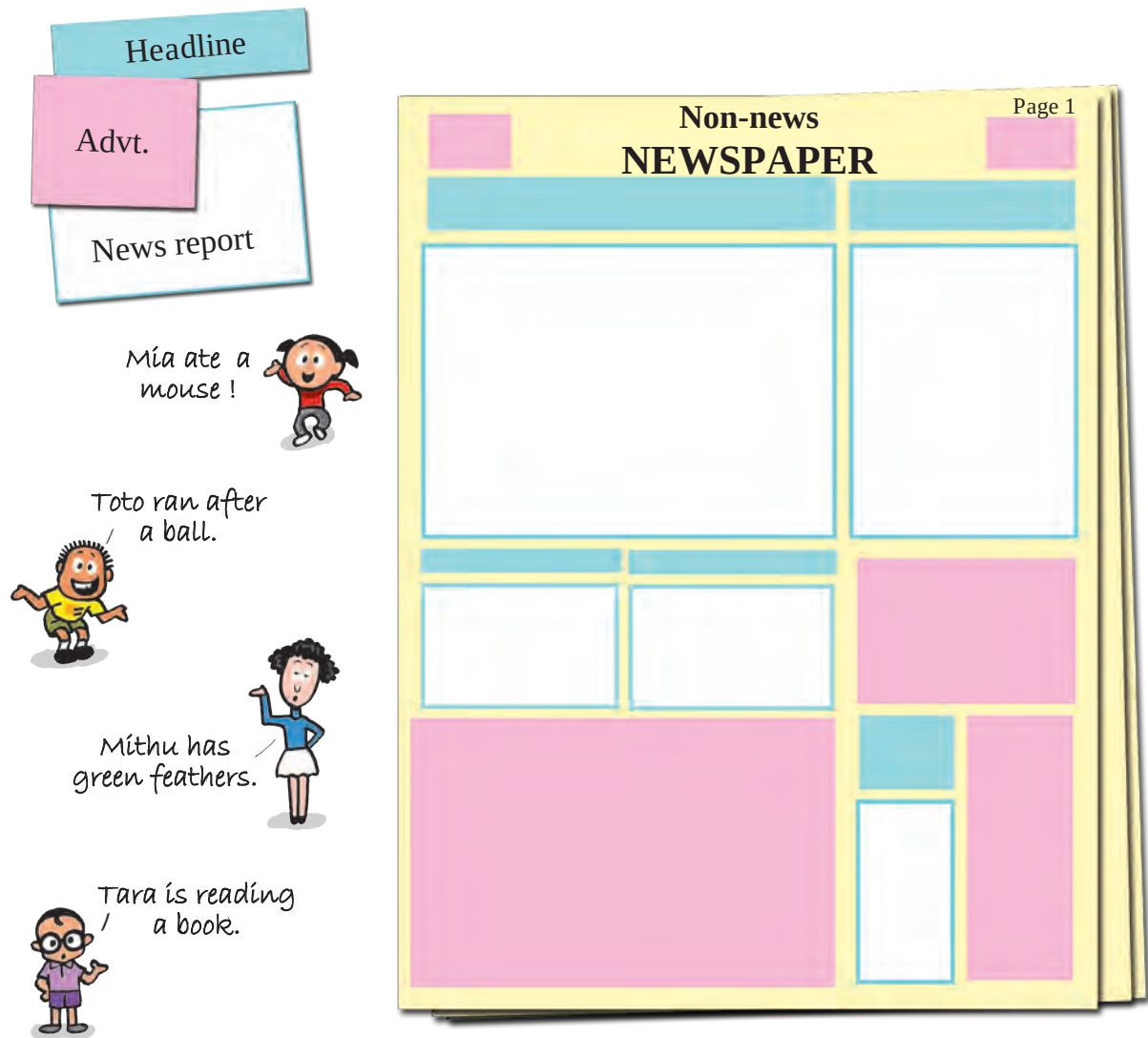
North
East
West
South
NEWS

Note that we do not use 'a' with the word 'news'.

We can say 'any news', 'no news' but not 'a news'.
We have to say 'a piece of news', 'a news item', etc.

3. **Just for Fun! :** Make groups of 5. Publish a 'non-news' newspaper for your group. Each member should write at least one different headline, one news item and one advertisement. Draw a picture or give a photograph for your news items or advertisement. Remember your items should not have any news value.

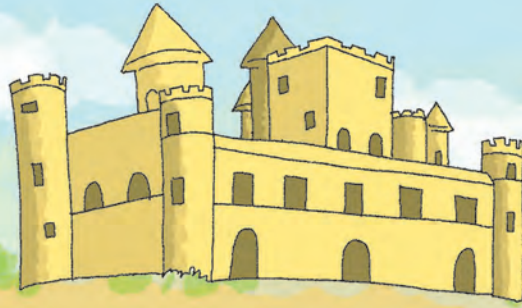
You may write the advertisement using a mix of English and your mother tongue.



4. Be a Reporter :

Form groups of 5. In each group, prepare 1 short news bulletin in English. Your news bulletin should have at least 4 news items of about 4-5 lines each. Choose one 'news anchor'. The others will be reporters giving news from different places. Each group should present the bulletin as it might be presented on TV. You can collect news items or make up imaginary news.

3.7 The Man who Never Lied



The one special thing about Mamad was that he never told a lie. It's not very easy to do that. But Mamad was a wise man. He kept his eyes open to what was going on around him and chose his words carefully. He became famous as the man who never lied. Even people who lived twenty days away knew about him.

When people told the king about Mamad, the king was not ready to believe it.

"Bring this man to me!" he said. So Mamad was brought before the king.

"Mamad, is it true that you never tell a lie?"

"Yes, Your Majesty."

"And you will not tell a lie in future?"



“Never, Your Majesty.”

The king looked at Mamad thoughtfully. “Hmm! Be careful. Sometimes we don’t even know how the lie gets on our tongue.”

Some days passed. The king called Mamad again. When Mamad came, the king was just coming out of his palace. There were many people around him. He was going on a hunt.

The king called Mamad over to him. “Mamad, I am going on a hunt and then to my summer palace.” The king spoke as he walked towards his horse. He held the horse’s mane and put his left foot in the stirrup. Then he turned to Mamad and said, “Now run to the summer palace, and tell the queen to prepare a big feast for me and my people – including you. Hurry!”

Mamad turned around and hurried to the summer palace. When he left, the king began to laugh. “I am not going anywhere today. Just wait till Mamad tells this lie to the queen!”

The next day, the king went to this summer palace. “Did Mamad tell you to prepare a feast for me yesterday? It was a lie.”

“Mamad gave me your message yesterday.” The queen answered. “Mamad said, ‘Maybe the king will come here by noon, maybe he won’t’.”



‘And what does that mean? Tell me for sure.’ I told Mamad, but Mamad said, ‘I can’t tell you for sure. I don’t know whether the king put his right foot in the stirrup or whether he put his left foot on the ground again after I left.’ So we just waited for you yesterday but you didn’t come.”

When the king heard this, he was taken aback. He agreed that Mamad was really a wise man who only spoke what he saw with his own eyes – nothing more, nothing less!

– *An African folk-tale*

- **kept his eyes open** : watched carefully
- **was taken aback** : was surprised or shocked
- **famous** : very well-known

POINTERS

1. **Read the story on page 76 aloud after the teacher.**
2. **Listen carefully while the teacher reads the story on page 77 aloud.**
Read aloud the last word in every sentence together.
3. **Say whether the following sentences are true or false.**
 - (1) Mamad became famous as the man who lied.
 - (2) The king did not believe that Mamad never lied.
 - (3) The king told Mamad to be careful.
 - (4) Mamad saw the king riding his horse.
 - (5) Mamad did not give the king’s message to the queen.
 - (6) Mamad told a lie to the queen.
 - (7) The king agreed that Mamad was a wise man.

4. Find the opposites of the following from the lesson.

* truth * foolish * always * past * tomorrow * more

5. Discuss the meaning of the following sentences.

- * Even people who lived twenty days away knew about him.
- * Sometimes we don't even know how the lie gets on our tongue.
- * Maybe the King will come here by noon, maybe he won't.



6. Form as many words as possible by combining one word each from (a) and (b). Translate the words you make.

(a)

no	every	any
----	-------	-----

(b)

thing	body	one	where
-------	------	-----	-------

7. Read the following :

- * care → careful → carefully
- * thought → thoughtful → thoughtfully

8. Write any simple message for your friend.

9. Form groups of 5-6. Write down a simple message. Each person in the group passes on the message orally to the next one after making one change in it. See how the message changes till it reaches the last person.



10. Find the past tense forms of :

Tell, keep, choose, live, become, look, pass, call, walk, turn.



Study Tour Four



4.1 The Nightingale and the Nobleman

A nobleman in a faraway land once caught a nightingale and put him in a cage. No bird likes to be shut up in a cage. The nightingale began to plead :

“Please set me free. If you let me go, I will tell you the secret of happiness”.

The nobleman was rich but not happy. He wanted to know the secret of happiness. So he let the bird go.

“Listen,” said the nightingale, “This is the secret of happiness : Never cry over spilt milk. And never trust idle words”.

The nobleman didn’t think much of the secret. “This is just a silly piece of advice !” He exclaimed.

The nightingale flew a little higher and said, “Too bad you let me go. I have rare diamonds under my wings. Now you won’t get any of them !”

Now the nobleman was really very angry and very unhappy. “Oh, no ! How stupid of me ! You wicked bird, you nasty bird ! Wait till I catch you again.” he began to wail.

“Don’t be so upset, My Lord,” said the nightingale. “It was kind of you to let me go. That’s why I gave you a good piece of advice. Think over it. The first thing I said was ‘Don’t cry over spilt milk’. I am already far away from you. You can’t catch me again. Then why make yourself unhappy about it ? Secondly, how can an ordinary bird like me have diamonds under his wings ? Those were just idle words of mine. It’s a mistake to trust such words ! Use my bits of advice and be happy. Farewell”.

The nobleman watched as the bird flew away.

- **nobleman** : person with a high rank like a lord
- **plead** : give reasons and request, appeal
- **cry over spilt milk** : 'It's no use crying over spilt milk' is a 'proverb' or saying. It means you should not feel unhappy about a mistake or something bad that has happened.

A similar proverb is 'What's done cannot be undone !'

- **idle words** : words which have little meaning.
- **rare** : not common, not easy to get
- **wail** : cry with sorrow, making long sounds
- **be upset** : feel bad
- **farewell** : goodbye

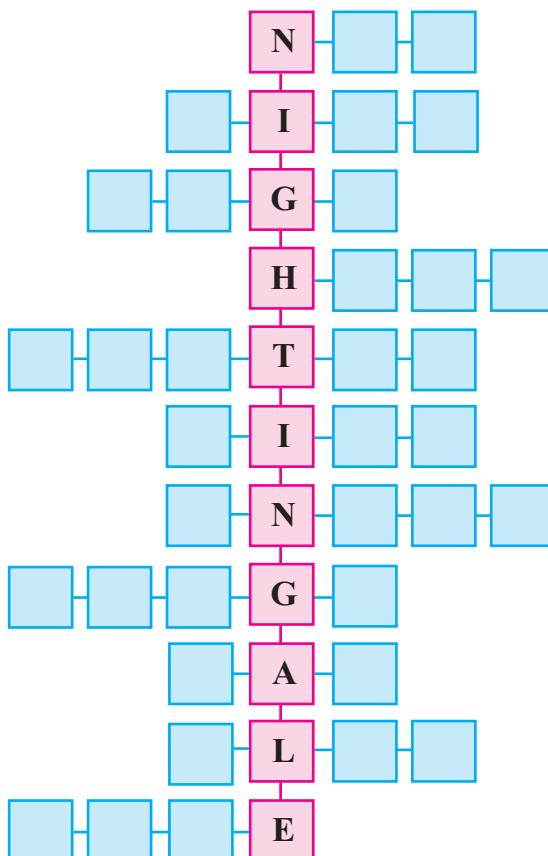
POINTERS

1. Read the story and say whether the following statements are true or false.

- No bird likes to be shut up in a cage.
- The nobleman was rich and happy.
- The nobleman did not set the bird free.
- The nobleman didn't think much of the secret.
- The nightingale had rare diamonds under his wings.
- The nobleman believed that the nightingale had diamonds.
- The nightingale flew away.



2. Solve the following puzzle. The letters in the pink boxes form the name of the bird in the story. Use the letters given on the right and the letter in the pink box to make words from the story.



W O
D B R
E C A
G U E
M S A E R
C H R
D E R U
I N W S
Y D
F W E
A V G

3. The nightingale gave the nobleman two bits of advice. Form groups and discuss each of them. Can you think of a story/event/any experience related to each? Write it down. Try to find similar sayings or proverbs in your mother tongue.

- Never cry over spilt milk. • Never trust idle words.

4. Read aloud the last speech of the nightingale with proper intonation.

5. Use the given words in place of the highlighted words and translate each sentence you make.

- The bird flew **a little** higher. (much, a lot, just a little)
- I **never** trust idle words. (often, always)
- The bird flew **away**. (up, down, left, right, far away)

Now, drop the highlighted word and translate the sentence.

6. Try to collect at least 20 proverbs or sayings in English.

7. Use some other suitable word/words in place of the highlighted words at every step.

- (a) • If you let me go, I will tell you **the secret of happiness** .
- If you let me go, I will **tell** you _____ .
 - If you let me **go**, I will _____ you _____ .
 - If you let me _____ ,I will _____ you _____ .



If you let me sleep, I will give you something.

- (b) • How **stupid** of me !
- How _____ of me !
 - How _____ of _____ !



How nice of her !

- (c) • The nobleman watched as the bird **flew** away.
- The nobleman watched as the **bird** _____ away.
 - The **nobleman** watched as the _____ away.
 - The _____ **watched** as the _____ away.
 - The _____ as the _____ away.
 - The _____ as the _____ .

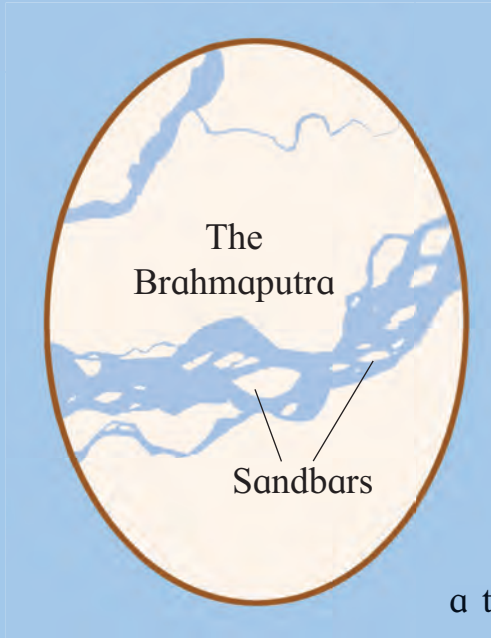
The baby clapped when the cat jumped down.



8. What bits of advice do you often get from your family and friends? Write down 3 of the bits in your mother tongue. Try to translate the bits into English.

9. Note the plurals : man-men, nobleman - noblemen, woman-women, child-children.

4.2. Molai's Kathoni



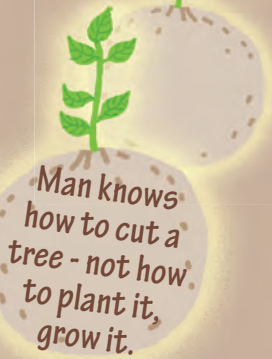
One day in the terrible summer season of 1979 changed the life of Jadav Payeng. He lived in a small village on the banks of the Brahmaputra. The Brahmaputra is a great river. In places, it is more than 7-8 kilometres wide. It has many sandbars and even an island known as Majuli island. Waters of the Brahmaputra often flood Majuli and the sandbars. At times, the river even sweeps away some of the sandbars.

When Jadav was about 15 years old, he saw a terrible sight. On one of the sandbars, thousands of snakes lay dead. They had been washed ashore with the flood. With no trees to protect them, they had all died in the scalding sun. Jadav was simply horrified. He sat down and wept. There and then he found his mission – to turn the sandy barren land green with trees! For more than 30 long years, Jadav Payeng toiled on the dry, barren area and transformed it into a forest.





Jadav Payeng's family and friends called him Molai. At first, Molai worked in a Forest Department scheme to plant trees. For some reason, that work stopped. All the other labourers left – but not Molai! He decided to carry on the work all by himself. He went to the forest department officers and the elders in his village.



“Molai, nothing grows on the sandbars. Don't waste your time,” many of them advised.

But someone told him to try growing bamboo.

The forest department people gave him some saplings. Early next morning, Molai went to the

island and planted his first tree carefully. After that, he

visited the island every day, watering and tending the plants with

love. The plants began to grow. With them, Molai's hopes also grew. He began to look for more saplings and other types of trees – he brought silk cotton saplings next. To his delight, they took root on the island. Part of the island was now dotted with green.

Molai now spent all his time on the small island. Every day, without fail, he watered the plants, made fences around them, gave support to the saplings. He even carried good soil in his little boat and spread it near the plants.



Someone told him that red ants are good for the soil. They would make the sandy soil fertile. Molai then carried heaps of them to the island. He was not put out by the ant bites. He also took different types of grasses there. The green patches on the island became thicker and bigger.



For months and years, Molai worked all alone on the small patch of the island. He lived in the company of trees. He spoke to them. Maybe the trees understood his language – his words of affection. They responded by growing vigorously.



With trees came birds, insects and animals. They liked the place. Unknowingly, they brought many more seeds to the place. The place began to get rich with different forms of life. Even then, Molai did not abandon his work. The forest now became a second home for him. People in that area named it Molai's Kathoni – Molai's forest.

Today, Molai's Kathoni covers an area of nearly 1500 acres. The acre is a unit of land area, which is approximately 4,047 square metres. And with Molai's efforts it is growing every day. It houses thousands of different trees and plants and birds and animals including deer, apes and even rhinos and tigers. To cap it all, a herd of about a hundred elephants has started visiting the forest every year. They stay there for about three months. The elephant visits show that the whole forest is in very good health. Molai is a happy man today.

All this was not just smooth sailing. Apart from the hardships Molai had to suffer on the island – working there in heavy rains and scorching heat – he had to face opposition from the people, too. He never thought of 'stealing' from his forest, but others did. He had to guard his island against poachers. When people wanted to cut down the trees, he stood up in their defence like a rock. "You will have to cut me before you cut the trees!" he warned.



When the elephants came, they caused a lot of damage on the way. They destroyed the rice fields and huts – even Molai's own hut was destroyed. People wanted to beat up Molai because it was his forest that invited the elephants. Molai was not afraid. He was firm in his resolve to create and protect a 'green cover' for the land. In the end, most people left the area. They shifted the village to make way for the elephants.



Molai keeps cattle for his own living. Luckily, he has full support from his family. They help him in his work in all possible ways. Molai's children will carry on his work.



My family supported me. They did not ask for anything in return.

People outside Molai's own tribe didn't know about Molai's work. One day, a photographer roaming in that area found Molai working in his forest and guarding it. When he came to know that Molai had grown the forest single-handedly, he was greatly impressed. He told the media – newspapers, TV channels, etc – about Molai's single-handed achievement. The Forest Department was impressed, too. They decided to help Molai in his work. The Government honoured him with the Padma Shri award.

Molai now wants to spread his message throughout the country – each one of us should plant and grow at least two trees. The trees will take care of the carbon dioxide we produce throughout our life and give us enough oxygen to breathe! Are you ready to help?



Today, I am the happiest man in the world.



1. Underline the words you find difficult in the story :

- (a) Try to guess their meaning from the context.
 - (b) List 10 of the words you find difficult. Look them up in a dictionary. Present the meanings in the classroom.
 - (c) Form groups of 5-8. Compare the lists of difficult words, and their meanings. List the words whose meanings are not clear to the group and ask for your teacher's help.
-

2. Find answers to the following questions from the passage :

- (1) What terrible sight did young Molai see ?
- (2) What did many of Forest Department people and village elders advise ?
- (3) What trees did Molai plant at the beginning ?
- (4) Apart from the saplings, what else did Molai carry to the island ?
- (5) What other things came to the island with the trees ?
- (6) How much area does Molai Kathoni cover today ?
- (7) What do the elephant visits show ?
- (8) What hardships did Molai suffer on the island ?
- (9) What did the elephants destroy ?
- (10) What does Molai keep for his own living ?
- (11) What is Molai's message to the world ?

Now, number the paragraphs in the passage

- **Against each of the questions above, write the number of the paragraph in which you found the answer.**

and/or

- **Against each paragraph, write the number/s of the questions based on it.**

3. Write short notes on the following.

- The Brahmaputra
- Molai Kathoni
- Elephants come to Molai Kathoni
- The world comes to know about Molai Kathoni



4. Copy the quotations from Jadav Payeng (Molai) in good handwriting and display them in your classroom.

5. Prepare posters on ‘Plant at least two trees each !’

6. Find the names and locations of at least 10 different trees in your surroundings. Write one or two lines about each of them.

7. Imagine the following situations and write simple speeches or dialogues with the help of the passage. (Any 2.)

- (a) Molai talks to himself after he sees the dead snakes.
 - (b) Molai talks to the forest department people about his wish.
 - (c) Molai talks to his village elders about his wish.
 - (d) Molai’s friends advise him about growing plants on the island.
 - (e) The villagers quarrel with Molai about the elephants.
 - (f) Molai’s family tell him they support him.
 - (g) Molai talks to the trees and plants in the forest.
 - (h) The photographer tells the media (reporters) about Molai.
-



4.3 There's a hole in the bucket !

There's a hole in the bucket,
dear Liza, dear Liza,
There's a hole in the bucket,
dear Liza, There's a hole.

Then fix it dear Henry, dear Henry, dear Henry,
Then fix it dear Henry, dear Henry, fix it.

With what should I fix it, dear Liza, dear Liza,
With what should I fix it, dear Liza, with what?

With straw, dear Henry, dear Henry, dear Henry,
With straw, dear Henry, dear Henry, with straw.

But the straw is too long, dear Liza, dear Liza,
The straw is too long, dear Liza, too long,

Then cut it dear Henry, dear Henry, dear Henry,
Then cut it dear Henry, dear Henry, cut it!

With what shall I cut it, dear Liza, dear Liza,
With what shall I cut it, dear Liza, with what?

With an axe, dear Henry, dear Henry, dear Henry,
With an axe, dear Henry, an axe.

But the axe is too dull,
dear Liza, dear Liza,
The axe is too dull,
dear Liza, too dull.



Then, sharpen it, dear Henry,
dear Henry, dear Henry,
Then sharpen it dear Henry,
dear Henry, sharpen it!

With what should I sharpen it, dear Liza, dear Liza,
With what should I sharpen, dear Liza, with what?

With a stone, dear Henry, dear Henry, dear Henry,
With a stone, dear Henry, dear Henry, a stone.

But the stone is too dry, dear Liza, dear Liza,
The stone is too dry, dear Liza, too dry.

Then wet it, dear Henry, dear Henry, dear Henry,
Then wet it dear Henry, dear Henry, wet it.

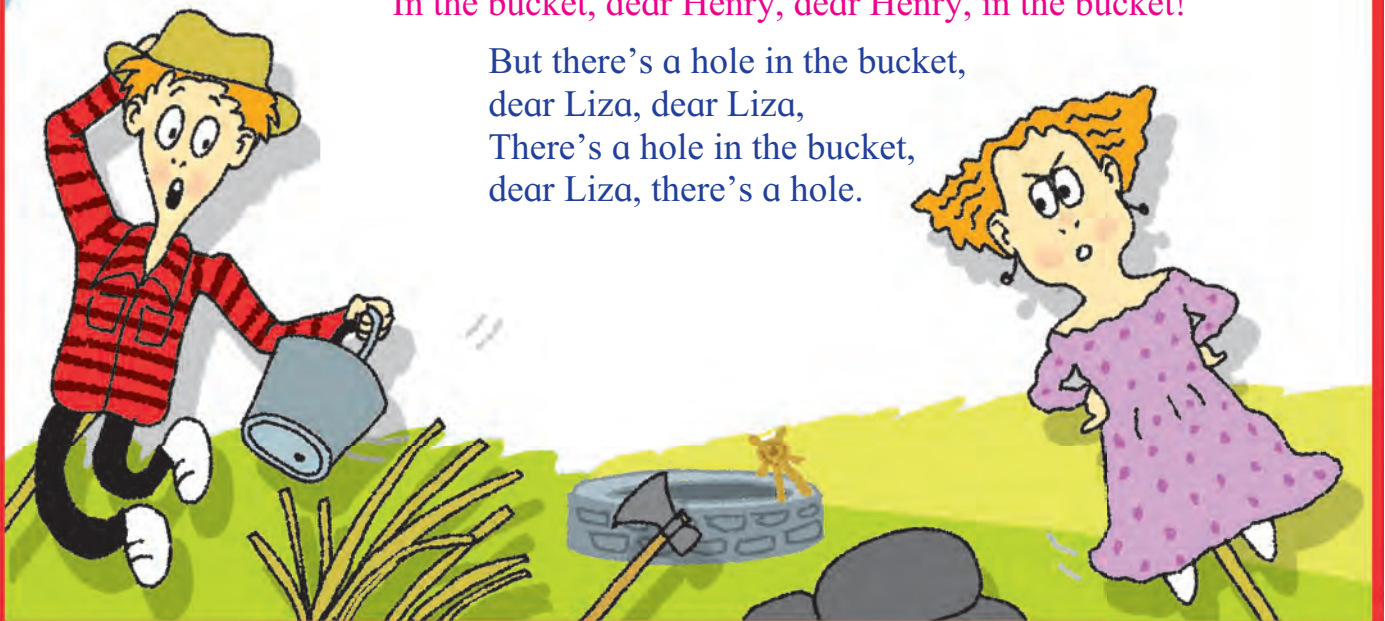
With what should I wet it, dear Liza, dear Liza,
With what should I wet it, dear Liza, with what?

With water, dear Henry, dear Henry, dear Henry,
With water, dear Henry, dear Henry, with water.

But how shall I get it, dear Liza, dear Liza,
But how shall I get it, dear Liza, but how?

In the bucket, dear Henry, dear Henry, dear Henry,
In the bucket, dear Henry, dear Henry, in the bucket!

But there's a hole in the bucket,
dear Liza, dear Liza,
There's a hole in the bucket,
dear Liza, there's a hole.



1. Present the song of Liza and Henry in the classroom.
2. List the objects and actions mentioned in the poem.
3. Rewrite the song in the form of a simple dialogue between Henry and Liza.
4. Present the story line of the poem in the form of a circular flowchart.
5. Write the plural forms of the following nouns : * hole * axe * stone * bucket.
Note these plurals : * activity–activities * story–stories * fairy–fairies.
6. Form pairs. Make a list of ten everyday problems and their solutions.

LEARNING
about
LANGUAGE

COUNTING AND MEASURING

Note that we can count holes, axes, stones, etc. That is why, they have plural forms. But we cannot ‘count’ materials like water, milk or straw. Therefore, usually, we do not say waters, milks or straws.

We measure these materials and say ‘a bucket of water’, ‘a cup of milk’, ‘a spoonful of sugar’, etc. We can also say ‘two litres of oil’, ‘half a litre of milk’, ‘one kilo of sugar’, etc.

We say ‘pieces of cloth’, ‘slices of cake’, ‘a loaf of bread’ rather cloths, cakes or breads.



I want a cup of hot chocolate.

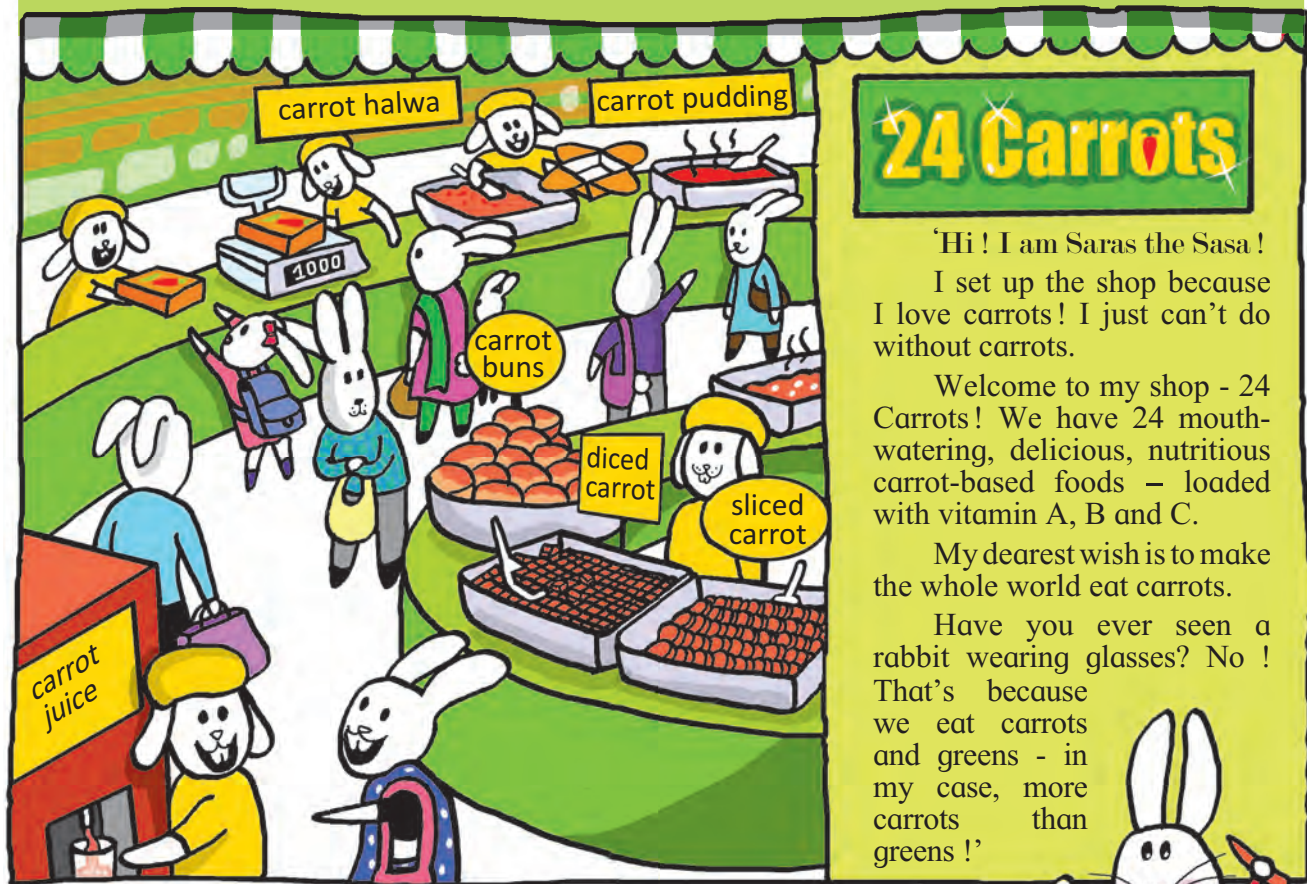


I want two milks.

You mean you want two saucers of milk.



4.4 Fantastic Shops



Is the carrot cake fresh?

Just out of the oven!



I'll have a dozen carrot cakes and a box of carrot halwa. How much would that be?

That will be



Can I have cold carrot juice, please?



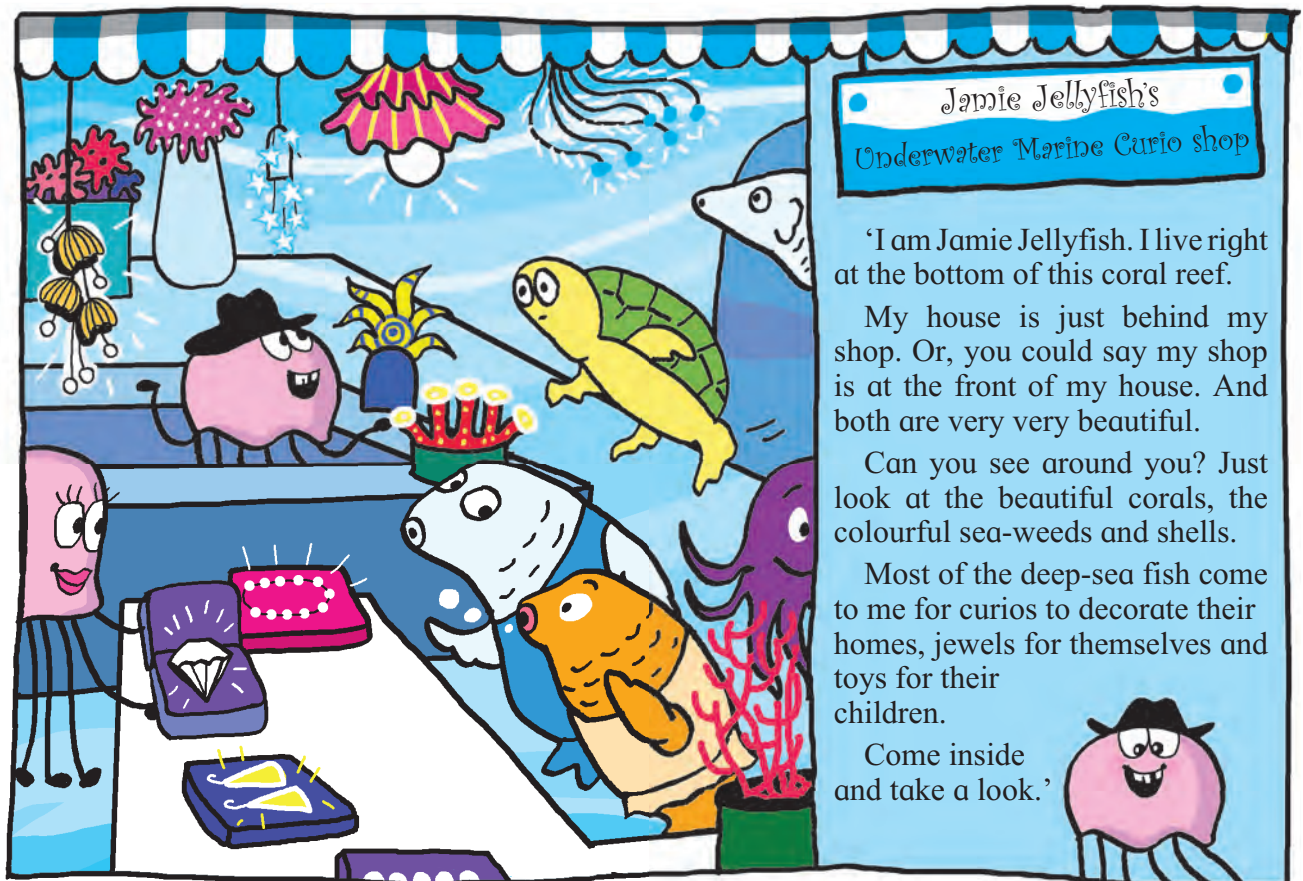
Here's a glass of chilled carrot juice !

Do you have Delhi carrots?



Sorry, Madam. We get them only in the winter months.





Jamie Jellyfish's
Underwater Marine Curio shop

'I am Jamie Jellyfish. I live right at the bottom of this coral reef.

My house is just behind my shop. Or, you could say my shop is at the front of my house. And both are very very beautiful.

Can you see around you? Just look at the beautiful corals, the colourful sea-weeds and shells.

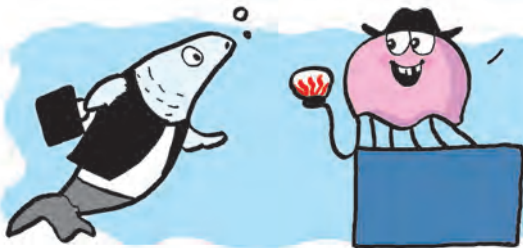
Most of the deep-sea fish come to me for curios to decorate their homes, jewels for themselves and toys for their children.

Come inside and take a look.'



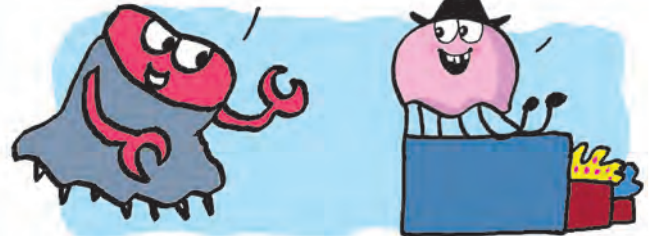
Can I have a coral paper weight, please?

Certainly. Here's a nice little one and it's unbreakable.



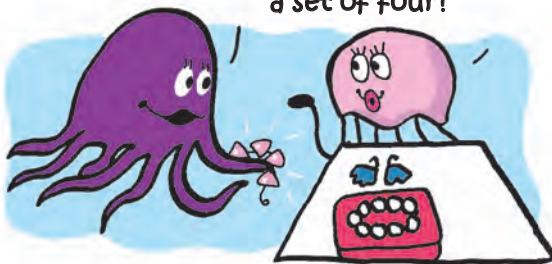
Would you happen to have potted seaweed?

Oh, we have a large variety. Take your pick.



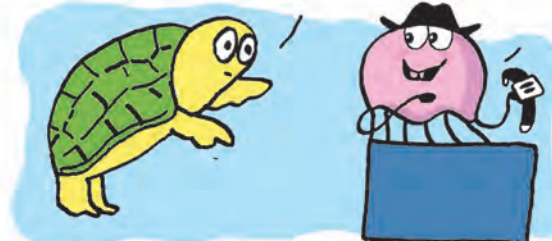
Can I try this pink shell bracelet?

Yes, Miss Octopus. I can even give you a set of four!



Look, I desperately need an air-proof watch. I've to go ashore tomorrow.

Have a look at this. It's the latest digital one!



A-1, Coral Reef, Deep Blue Sea, Near Ocean Islands

Hello. I'm Guna-aji.

Do you know how old I am?

No, I better not tell you. You won't believe me.

Enough to say I've seen your great-great-great-grandfather when he was a small kid.

I love children and I know what they dream of. That's why I opened the shop

exclusively for children. I make your dreams come true.

But my charges are steep. Your word of honour is what I need. Take whatever you like but make a promise.

And remember, if you break your promise, my goods will come back to me!



Granny Gunabai's Dream Shop !



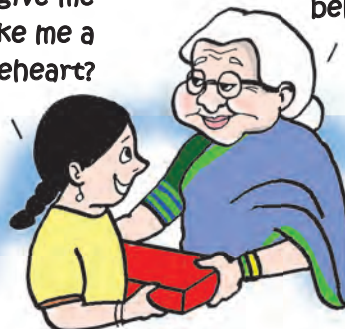
Granny, my dream is to top my class in English.

Here's a set of My English books !
But you must give me your promise that you will read the books and do all the activities.



Granny, what can you give me to make me a braveheart?

Here's a packet of self-confidence.
But you must promise me to believe and achieve.



Granny, please don't laugh at me. But I want to travel to the stars.



I never laugh at my young friends.
Here is a package to help you reach the stars and beyond. But give me your word of honour that you will always love and respect nature.



Cloud Nine, Beyond the Horizon, Fantasy Land.

- **right** : Here, it is used in the sense of exactly.
- **curios** : small, interesting things or objects
- **unbreakable** : one which does not break
- **seaweed** : a plant that grows in the sea
- **take your pick** : Take anything you like.
- **desperately** : A desperate person is a person who needs something very much. 'I desperately need ' means 'I need very much'.
- **latest** : newest
- **delicious** : very tasty
- **nutritious** : good for your body and health, something that helps your body to grow
- **greens** : green vegetables
- **exclusively** : only
- **steep** : very high
- **cloud nine** : When one is on cloud nine, one is very happy.
- **top my class** : get the highest marks or grades in my class
- **braveheart** : a very brave person

1. Read aloud the speech given by -

- * Saras the Sasa * Jamie Jellyfish * Guna-aji

2. List the goods displayed in each shop.

Add a few more suitable goods to each shop.

3. Draw simple maps to show the location of each shop.

4. Enact the conversations.

5. Note the following from each shop :

- * How the shopkeeper introduces herself/himself
- * The goods in the shop - what is sold in the shop
- * Location of the shop
- * Conversations in the shop



Now use your imagination to present a 'fantastic shop' of your choice using the above points. Some options are given below :

- * a flying shop * a shop in a tree * a super power shop

6. Copy the sentences which have the word 'just'.

Translate them into your mother tongue.

7. Write an advertisement for any one of the fantastic shops.

8. Hold an exhibition of different shops in your classroom.

9. Complete the following sentences using different endings.

- * I'll have a dozen ! * I just can't do without !
- * My dearest wish is to make ! * I desperately need !

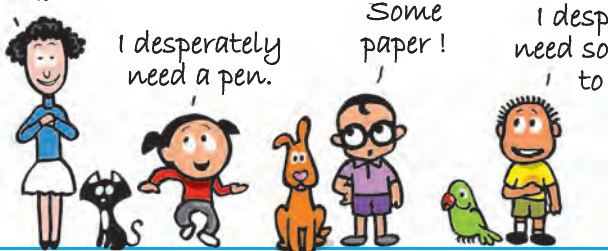


I just can't do without my friends !
My dearest wish is to make them study hard.

I desperately need a pen.

Some paper !

I desperately need something to eat.



4.5 A Book Review

George's Secret Key to the Universe

George's Dad is an ardent environmentalist. In fact, both his parents are convinced that modern inventions of science and technology have caused a lot of damage on the earth. They are committed to the cause of saving the planet. They use a bicycle instead of a car. There is a ban on TV and computers in their house. They don't buy things like bread and biscuits. They eat only vegetarian and home cooked food. They even use candles to light the house to avoid using electricity. Poor George has to suffer a lot of jeering and ridicule from his friends because of all this.

Actually, George doesn't think that either the TV or the computer is a bad thing. He has tried to tell his parents that it's possible to save the earth using the computers and the internet. But no ! In their house, there can't be ANY discussion on that issue. George always likes to know 'why'. But who is to answer his questions ? His parents think that he is still too young to understand global issues.

One day, however, George unexpectedly acquires a new friend and next door neighbour - Annie. Annie's father Eric is a brilliant scientist and ever willing to answer all of George's questions. Eric has built a super super intelligent computer named Cosmos. Cosmos has incredible powers. It can literally open windows

on the universe and take you to any planet, star, comet and even to a black hole ! And of course Cosmos can also bring you back from there. However, Cosmos depends entirely on the information that is fed into it by people like Eric who do the research and thinking that can make Cosmos work.

Science can be used for a good cause and a group of good scientists like Eric have vowed to use it for people's welfare. Unfortunately, there is one odd angry scientist who wants to use science for his own selfish motives. He is planning to steal Cosmos and all of Eric's research so that he can establish his own rule on another planet. It so happens that only George can do something to overcome the wicked plans of the nasty scientist. If you want to know what adventures he undertakes and what strategies he has to use to stop the power hungry scientist, you have to read the novel, 'George's Secret Key to the Universe'.

The author of this wonderful adventure is Lucy Hawking. The story of the novel is imaginary but it also includes plenty of charts, photographs, boxes that give you hard facts about our solar system, galaxies, space and the whole universe. This information has been presented in a very simple, easy to understand manner by none other than Stephen Hawking, who is

said to be one of the greatest scientists of our times. His achievements are all the more astounding as he is a victim of many physical ailments. He has to use a wheelchair to move about and uses a computerised voice system in order to 'speak'. The story of Stephen Hawking's triumph over his physical disabilities is itself an inspiring adventure.

The book includes very attractive and expressive sketches drawn by Garry Parsons.

It is true that excessive use of science and technology can give rise to certain problems. But turning away from technology is not the solution. That is why the Hawkings have given an important message in this book - more research, more studies and a commitment to use them not for selfish gains but for the welfare of the entire living world !

● ● ●

- **Universe** : Here, it means a system of stars, planets, etc.
- **ardent** : very enthusiastic, working hard for something
- **environmentalist** : a person who feels strongly that our environment must be protected
- **are convinced** : are sure
- **committed** : pledged to do something
- **cause** : work
- **suffer a lot of jeering and ridicule** : face a lot of teasing
- **issue** : important problem
- **global** : about the whole world/earth
- **brilliant** : very intelligent
- **literally** : actually, in reality
- **vowed** : promised

- **establish his own rule** : be the king or master (of)
- **astounding** : wonderful, extra-ordinary
- **victim** : a person who has to suffer from something, who is harmed or hurt
- **triumph** : victory
- **gains** : benefit, profit
- **welfare** : health, happiness, safety, etc.
- **excessive** : more than necessary

POINTERS

1. Answer the following questions :

- | | |
|---|--|
| (a) What do George's parents do to save the planet ? | (d) Who is George's friend and neighbour ? |
| (b) What planet do we live on ? | (e) Who is Eric ? What does he do ? |
| (c) Does George agree with his parents? Write what he thinks. | (f) What can Cosmos do ? |
| | (g) What does the nasty scientist want ? |

2. Name the following with the help of the passage.

1. The book that is reviewed
2. The author of the book
3. The person who has presented the information in the book
4. The person who has drawn pictures for the book



3. Read the following :

- | | | | | | | |
|-----------|---|-----------|---|-------------|---|---------------|
| * expect | → | expected | → | unexpected | → | unexpectedly |
| * fortune | → | fortunate | → | unfortunate | → | unfortunately |
| * able | → | ability | → | disability | → | disabilities |

4. What are the various things we find in the universe ? List them from the passage.

5. Write an informal letter from George to his parents. In the letter, George tells his parents what he thinks.

6. Hold debates on the following issues in your mother tongue and then write the main points in English.

- * Is science and technology good for us ?
- * Can we avoid electricity ?
- * What are the major problems in today's world ?

7. Note the following points which are used to write a book review.

- * Name of the book
- * Name of the author
- * Name of the illustrator or artist who draws pictures
- * What the book is about
- * Your opinion about the book

Using the above points, try to write a simple book review on any book of your choice in about 10-12 lines.

4.6 The Worth of a Fabric

Thiruvalluvar was a great Tamil Saint-poet, who lived more than two thousand years ago. 'Thirukkural' is the book of his teachings. It is greatly loved and respected even today.

Thiruvalluvar was a textile weaver. He wove beautiful fabrics and saris and sold them in the market. People said that he never got angry, never used bad words, never shouted at anyone.

In the same town, there lived a rich young man. He wasted most of his time roaming around with his friends. They often made fun of other people.

"I don't believe what people say about this Valluvar," said the young man one day. "I'm sure I can make him angry. Come on, let's have some fun today!"

So the arrogant young man approached Thiruvalluvar in the market and picked up a beautiful piece of fabric.

"How much does this whole fabric cost?" he asked.

"Eight coins," the saint named the price.

The young man unfolded the fabric and tore it into two.

"What's the price of this piece, now?"



“Four coins,” the Saint answered politely.

The youth was taken aback. ‘Why doesn’t the man get angry?’ he thought. He then tore the half pieces into half again.

“And now?”

“Two coins!” was the answer.

Now it was the young man who became impatient and agitated. He tore the pieces into half again and again, saying, “And now? What’s the price now?”

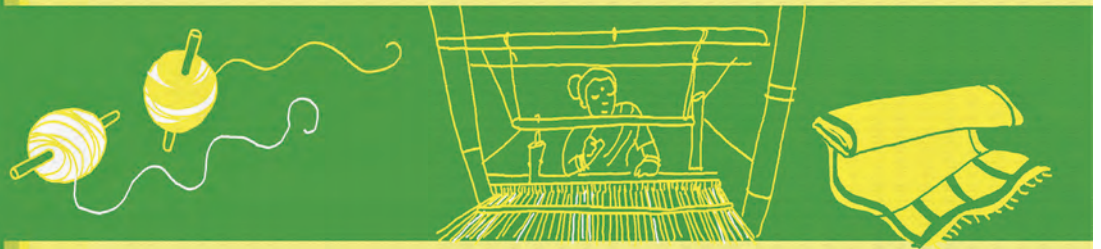


Thiruvalluvar calmly went on reducing the price to half every time.

At last, the fabric was reduced to rags. So, Thiruvalluvar said in a quiet tone, “Now this fabric has become worthless. I will not name any price for these rags.”

The young man did not know what to say. But he was proud of his riches. So he offered to pay eight coins to the Saint. For the first time, Thiruvalluvar smiled but he refused to take the money.

“Young man, now this fabric is of no use. It has become worthless. Why? Because no one will be able to wear it now.”



“Do you know, the fabric was not made in a day. Many people have toiled to make it. The farmer who grew cotton in his field worked hard for months through sun and rain. He picked cotton from each boll and gave it for spinning. Then someone else carded the cotton and spun it into long, uniform threads. The threads were dyed carefully so that they took on these lovely colours. My wife and I wove the threads together, putting in beautiful designs. We thought, some day, someone will like this fabric, will be happy to

wear it. Then all our work would have been rewarded. When you destroyed the fabric, you destroyed all the love and labour that went into its making. Money cannot bring it back.”

The softly spoken words touched the young man’s heart. Now he was really ashamed of himself.

“And do you know,” Thiruvalluvar went on to say, “I can weave another fabric like this, but our life is also like this fabric. If you tear it apart with hasty, thoughtless actions, it will be destroyed. And you will not get it back again.”

Thiruvalluvar’s words opened the young man’s eyes. There and then he decided to give up his idleness and bad habits.

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- | | |
|---|---|
| ● boll : pod of the cotton plant | ● spun : past tense of ‘spin’ |
| ● spinning : process of making yarn or thread out of cotton wool | ● rewarded : when one is rewarded, one gets what he has worked for |
| ● carded : cleaned and combed cotton to remove seeds | ● idleness : laziness |



1. Read the story silently.
 2. Write a short note on Thiruvalluvar using the information given in the story.
 3. Read aloud the speech in which Thiruvalluvar explains how the fabric was made. Present the process in the form of a chart.
 4. Choose any one of the objects we use daily and find out how it is made. Present the information in the form of a chart.
 5. Retell the story in your mother tongue.
 6. Collect with the help of your teacher, stories about the lives and message of Saints that lived in Maharashtra.
-

4.7 Play by Day and Night



Bring the hoop,
and bring the ball,
Come with happy
faces all;

Let us make
a merry ring,
Talk and laugh,
and dance and sing

Quickly, quickly,
come away,
For it is
a pleasant day.



Girls and boys,
come out to play
The moon does shine
as bright as day.

Leave your supper and
leave your sleep
And come with your playfellows
into the street.

Come with a whoop,
come with a call,
Come with a goodwill
or come not at all.



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I	sing.
We	shout.

He	went	to	school.
She	walks	very	fast.

Seema	bought	some	books	from	the	shop.
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Two to Seven – A Game for Two or More Players : The game begins with the first player writing a two-word sentence in the top row of the first table. The next player writes another sentence below that. Then you work out how many other meaningful sentences you can make by considering words in the neighbouring boxes (going left to right, straight up or down as shown). For every meaningful sentence, a player gets one mark. In this way, players write sentences turn by turn. Each sentence must have as many words as there are boxes in that row. Also, you should not repeat a word. See how far you can reach from two up to seven !



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