



The State Council of Educational Research and Training (SCERT)  
Telangana



Incentives given by the T.S. Government to the students of Government School: 2 pair of Uniform, Text Books and Mid day meal

| Mid day meal details | Rice   | Pulses | Vegetables | Oil    | Others (Eggs, Banana etc..) |
|----------------------|--------|--------|------------|--------|-----------------------------|
| Primary Stage        | 100 gm | 30 gm  | 75 gm      | 5 gm   | Twice a week                |
| Upper Primary Stage  | 150 gm | 30 gm  | 75 gm      | 7.5 gm | Twice a week                |

School Related complaints Toll Free Number: 1800 4253 525 | Teacher grievances Toll Free Number: 040-23231972,  
Child Rights Toll Free Number: 1098 | 040-23231194

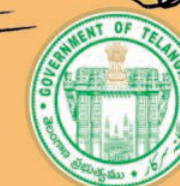
Free distribution by T.S. Government



# MY ENGLISH WORLD

CLASS V

FREE

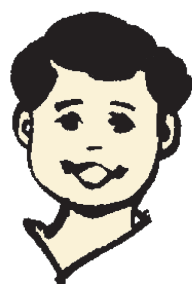


Published by  
**THE GOVERNMENT OF TELANGANA**  
Department of School Education

Free distribution by T.S. Government



## About me...



My name : .....

My family members' names : .....

My date of birth : .....

My village/ town : .....

My school : .....

My class : .....

My favourite food : .....

My favourite TV Show : .....

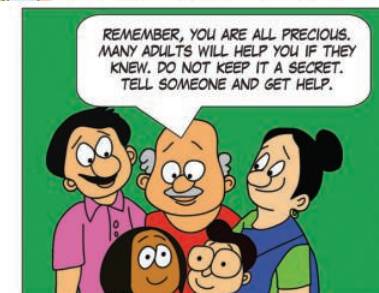
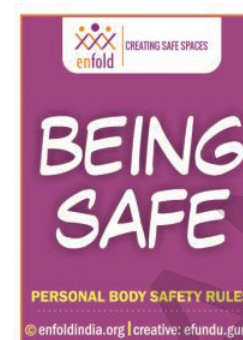
My favourite thing to do in school : .....

My favourite game : .....

My favourite colour : .....

My pet's name : .....

When I grow up I want to be a : .....



Government of Telangana  
Department of Women Development & Child Welfare - Childline Foundation

When abused in or out of school.

To save the children from dangers and problems.

When the children are denied school and compelled to work.

When the family members or relatives misbehave.

**CHILD LINE 1098**  
NIGHT & DAY  
24 HOUR NATIONAL HELPLINE

1098 (Ten...Nine...Eight) dial to free service facility.

## MY ENGLISH WORLD

### Class V

#### TEXTBOOK DEVELOPMENT & PUBLISHING COMMITTEE

- Chief Production Officer : **Sri. A. Satyanarayana Reddy**  
Director, SCERT, Hyderabad.
- Chief Production Organiser : **Sri. B. Sudhakar**  
Director,  
Govt. Textbook Press, Hyderabad.
- Organising Incharge : **Dr. Nannuru Upender Reddy**  
Prof. & Head, Curriculum and  
Textbooks Department, SCERT,  
Hyderabad.
- Advisor - Gender Sensitivity and Child Sexual Abuse : **Ms. Charu Sinha, I.P.S.,**  
Director, ACB, Telangana,  
Hyderabad.



Published by  
The Government of Telangana, Hyderabad.

© Government of Telangana, Hyderabad.

*First Published 2013*  
*New Impressions 2014, 2015, 2016, 2017, 2018, 2019*

**All rights reserved**

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior permission in writing of the publisher, nor be otherwise circulated in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

The copyright holder of this book is the Director of School Education, Hyderabad, Telangana.

This book has been printed on 70 G.S.M. SS Maplitho  
Title Page 200 G.S.M. White Art Card

**Free Distribution by T.S. Government 2019-20**

*Printed in India*  
at the Telangana Govt. Textbook Press,  
Mint Compound, Hyderabad,  
Telangana.

## Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium a common English Textbook is introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the one in English medium does. This single textbook norm is already in practice in many states including Tamil Nadu, Bihar, and Kerala.

This Textbook titled '**MY ENGLISH WORLD**' Class V is prepared based on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure their active participation in Teaching Learning Process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF are taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

11-11-2012  
Hyderabad.

**Director**  
SCERT., Hyderabad.

## Textbook Development Committee

### Class V

#### Members

- Smt. V. Latha Madhavi**, S.A, ZPHS, Nandikandi, Medak Dist.  
**Smt K. Mohanambal**, SGT,PS Tambiganipalli, Kuppam, Chittoor Dist.  
**Sri A. Madhu Babu**, Tutor, DCE, DIET, Vomaravalli, Srikakulam Dist.  
**Sri B. Ashok Reddy**, S.A, ZPHS, Masaipet, Yadagirigutta, Nalgonda Dist.  
**Sri P. Subba Raju**, SA, ZPHS, Vetlapalem, East Godavari Dist.  
**Sri D. Balu**, SGT, PS, Mamidala, Thipparti, Nalgonda Dist.  
**Sri S. Suryaprakash**, SA, ZPHS, Std Road, Elamanchili, Visakhapatnam Dist.  
**Smt Vinjamaram Neeraja**, SGT, GPS, CPL, Amberpet, Hyderabad.

#### Member Coordinators

- Sri Khanderao Ramesh Rao**, S.A., GHS, Huzurabad, Karimnagar Dist.  
**Sri G.G.S. Nageshwar Rao**, Lecturer, DIET, Vizianagaram Dist.

#### Chief Coordinator

- Dr. P. Jani Reddy**, Lecturer, DIET, Vikarabad, Ranga Reddy Dist.

#### Academic Advisors

- Dr. D. Kanakadurga**, Rtd. Professor, Osmania University, Hyderabad.  
**Dr. Vasundara**, Principal. Govt. Degree College, Shadnagar.  
**Sri K. Venugopal Rao**, Rtd, Lecturer, SCERT, Hyderabad.  
**Ms. Saloni Jain**, Faculty Assistant, Vidya Bhawan Education Resource Centre, Udaipur.

#### Editors

- Dr. A.L.Khanna**, ELT Consultant, Rtd. Associate Professor, University of Delhi.  
**Dr. K. N. Anandan**, Linguist & ELT Expert, Kerala.  
**Dr. P.K. Jayaraj**, Faculty RIESI, Bengaluru.

#### Chief Editor

- Dr. Rama Kant Agnihotri**, Rtd. Professor, University of Delhi.

---

#### Illustrator

- Sri B. Kishore Kumar**, SGT, MPUPS, Vootkur, Nidmanoor(M), Nalgonda Dist.

#### Layout Design

**Sri S.G.V.N.**

# CONTENTS

Bridging Gap Activity Pictures

Pages 1- 4 June

Unit 1

Let's be Friends  
The Best of Friends



March-April

5-20

Unit 2



Karate Kitten  
Our Kittens

June - July

21-38

Unit 3

Together We Live  
The Three Little Rabbits



August

39-55

Unit 4



A Big Surprise  
Five Friendly Farmers

September

56-72

Unit 5

The Food We Eat  
Junk Food, Junk Food-  
Go Away...



Oct-Nov

73-87

Unit 6



The Witty Nasruddin  
The Clever Jackal

Nov-Dec

88-100

Unit 7

I Was Bad at Cricket  
Our Legacy



Dec-Jan

101-115

Unit 8



Will Power  
We Shall Overcome

February

116-126

## Appendices

Appendix - 1 Texts for listening 127-131

Appendix - II About the Textbook 132-134

## OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

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

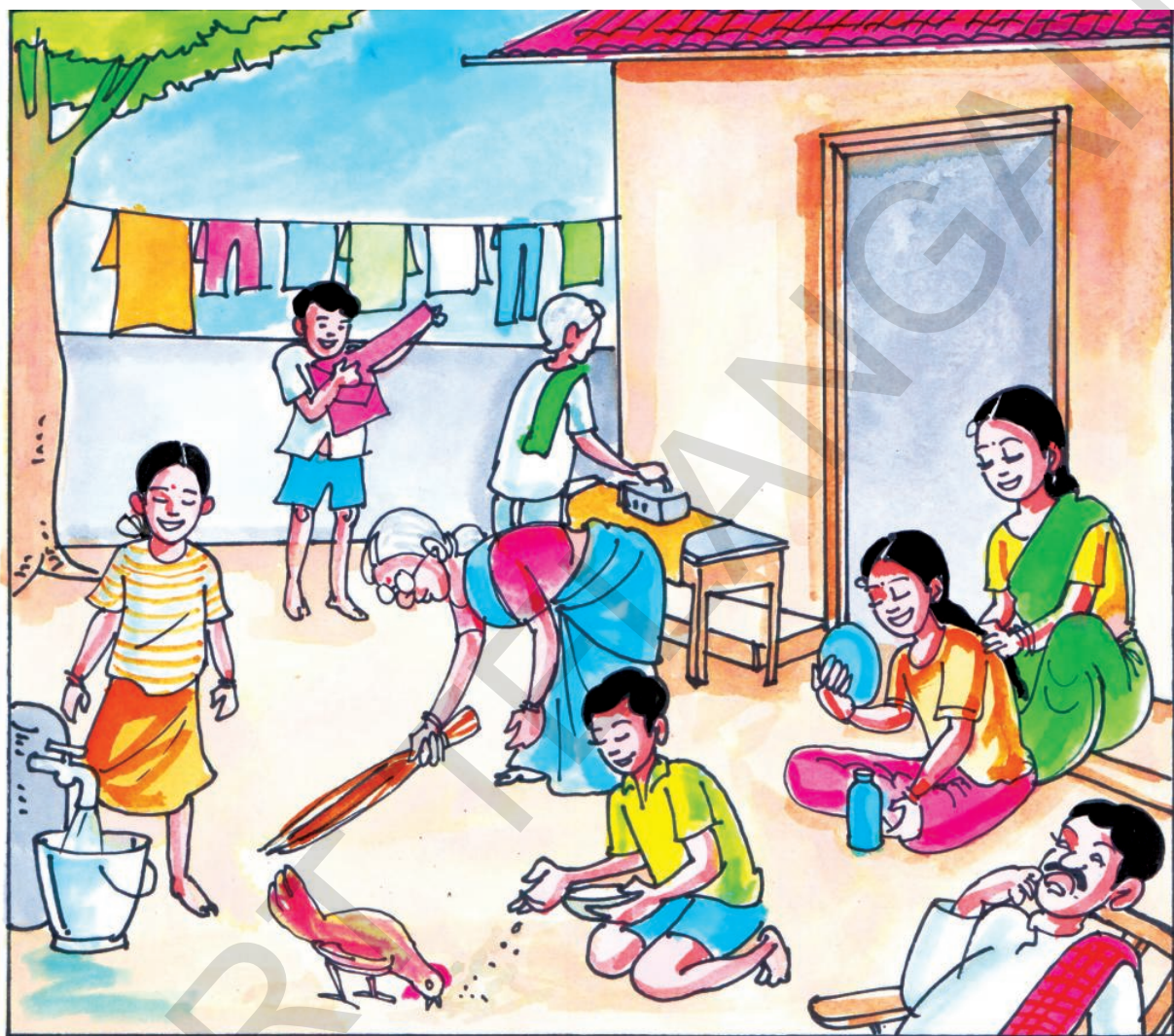
## PLEDGE

- *Pydimarri Venkata Subba Rao*

India is my country. All Indians are my brothers and sisters.  
I love my country, and I am proud of its rich and varied heritage.  
I shall always strive to be worthy of it.  
I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.  
To my country and my people, I pledge my devotion.  
In their well-being and prosperity alone lies my happiness.

# Bridging Gap Activity

## Picture - 1



1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing?

### Note to the teacher:-

The pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer the teacher's handbook for detailed process.

# Bridging Gap Activity

## Picture - 2



### Interactive questions for description:

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing ?

### Interactive questions for conversation:

1. Who are the characters speaking? (two characters in conversation)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

## Bridging Gap Activity

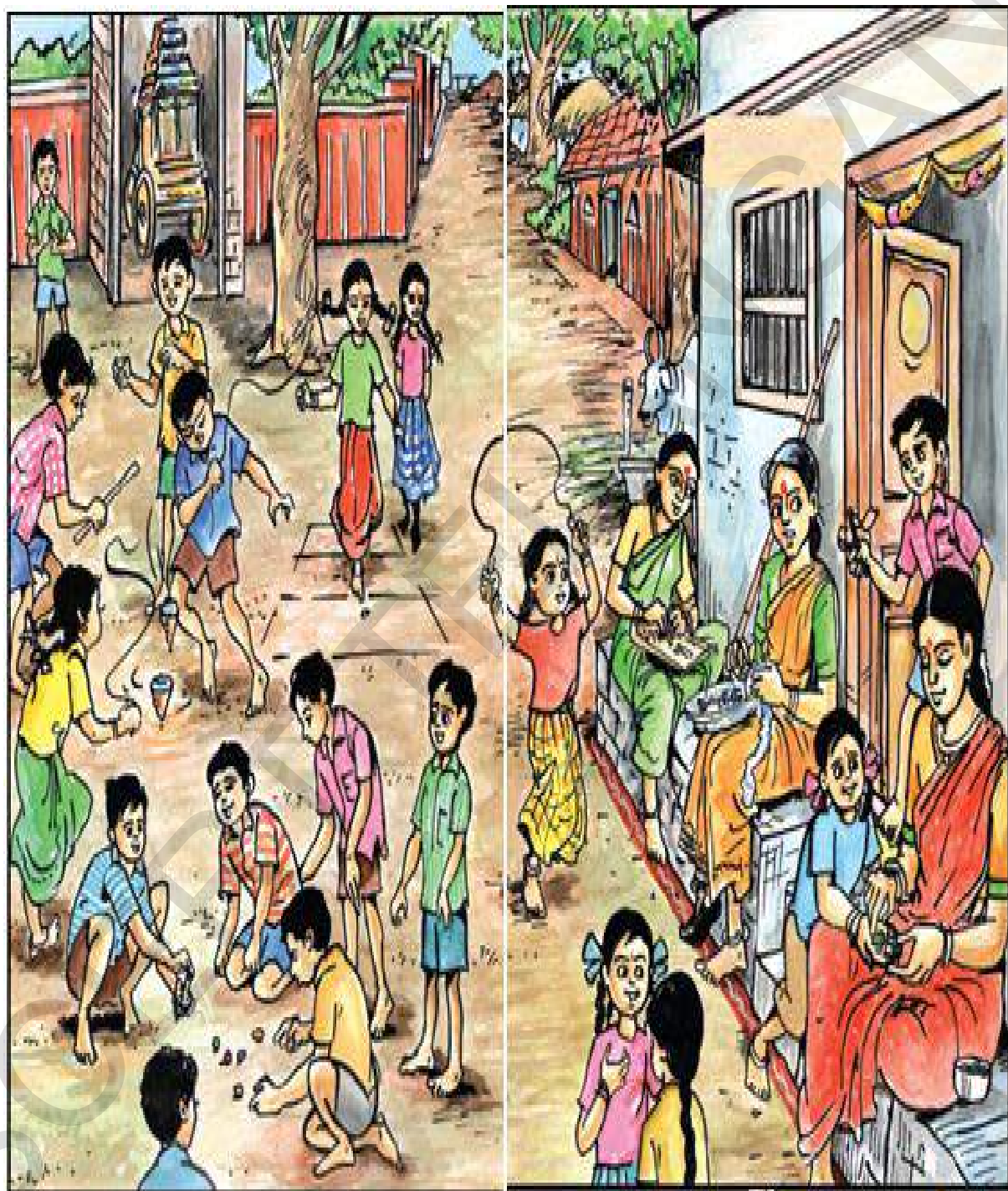
### Picture - 3



**Note :** Use this picture for producing description, conversation and story.

## Bridging Gap Activity

### Picture - 4



**Note :** Use this picture for producing description and conversation.

## Let's Be Friends

Look at the picture and answer the following questions.



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

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

*(Note : Listening text is in Appendix-1)*

1. What do you think of Hari pinching Raghu?
2. What do you think the children would tell the teacher?
3. What do Hari's classmates think about him?



### Let's Be Friends

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

So you can guess how all the children hated him. They tried pinching him back, but that was no good because he could always pinch much harder.

It so happened that the class went for a picnic to the seaside for a whole day.



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

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

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

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

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

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



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

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



Do you think anyone came to his help?

Hari was soon black and blue with their pinching and pricking.

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

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

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

- Enid Blyton



## Glossary

|                               |                                |
|-------------------------------|--------------------------------|
| black and blue ( <i>idm</i> ) | : badly bruised                |
| bruise ( <i>n</i> )           | : injury by a blow to the body |
| hoarse ( <i>adj</i> )         | : rough and deep sounding      |
| isolated ( <i>adj</i> )       | : a lonely place               |
| pincer ( <i>n</i> )           | : a gripping tool              |
| stalk ( <i>n</i> )            | : main stem                    |
| nipped ( <i>v</i> )           | : pinched                      |
| yelled ( <i>v</i> )           | : shouted loudly               |



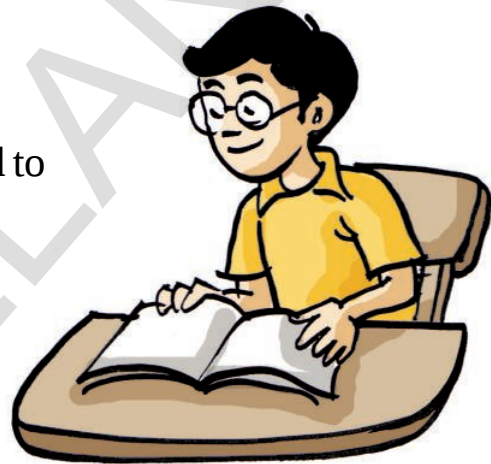
## Comprehension

### I. Answer the following questions.

1. Did Hari have friends? Why/ Why not?
2. If you were left alone by your classmates, how would you feel?
3. How did the seaside creatures teach Hari a lesson?
4. Do you think Hari has changed? Give reason for your opinion.

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

1. All the children left Hari alone because
  - a. he troubled others.
  - b. he liked to be alone.
  - c. the teacher asked them to do so.
2. Hari went and sat in a sandy corner because
  - a. he was happy to be alone.
  - b. he liked that place.
  - c. he was left alone by his friends.
3. The monster crab put out his hand to
  - a. shake hands.
  - b. pull Hari into the pool.
  - c. take his lunch.



### Vocabulary

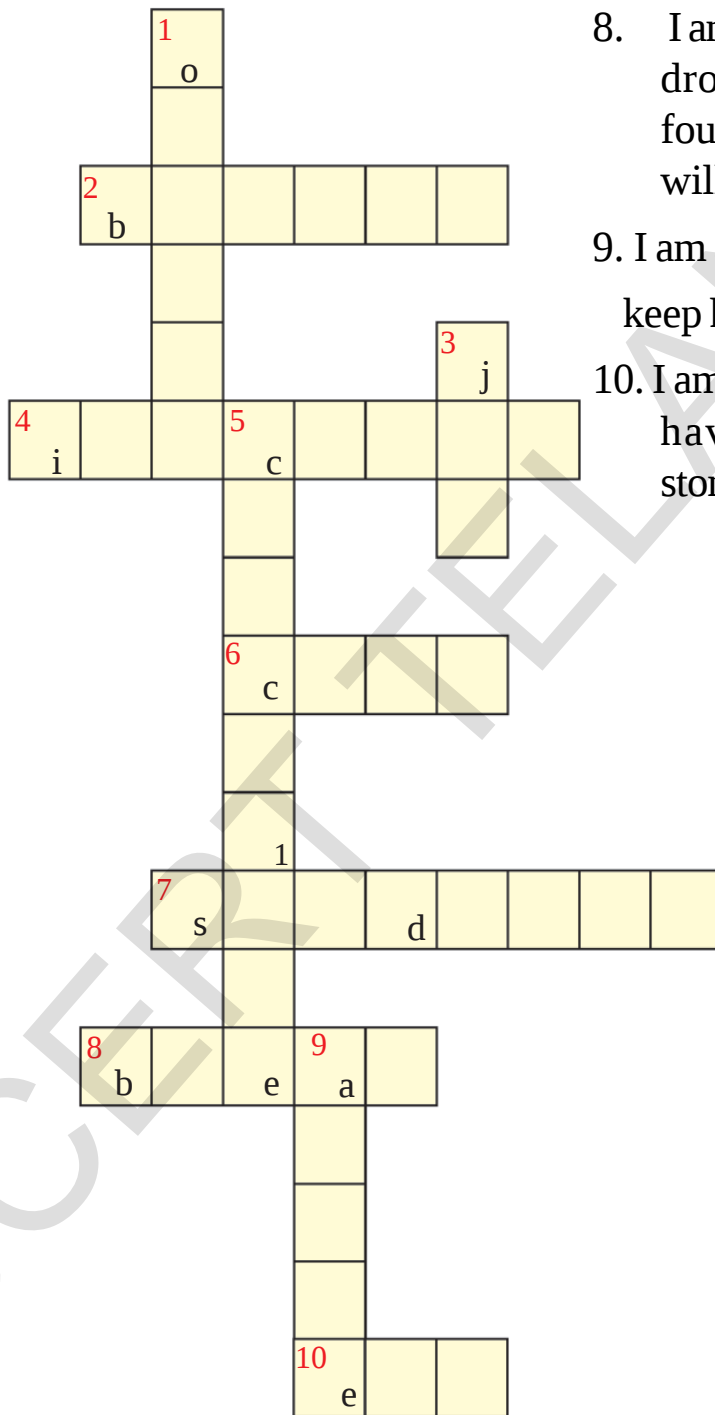
**Hari and his classmates took some food items to the picnic. Complete the grid using the clues given below to get the names of the food items.**

#### Down

1. I am a fruit. I am round and juicy.
3. I am a three-lettered word. You eat me with bread.
5. Children like me very much. The last four letters are l-a-t-e.

#### Across

2. I am a fruit. You eat me by peeling my skin.
4. I am cold, sweet and creamy. Children like me very much.
6. I am spongy and soft. You cut and eat me on your birthday.



7. I am an eight-lettered word. If you drop the last four letters from my name, I will be in the desert.
8. I am a five-lettered word. If you drop the first letter and the fourth letter from my name, it will be the name of a colour.
9. I am a fruit. Eat me every day to keep healthy.
10. I am a three-lettered word and I have a yellow ball in my stomach.





## Grammar

### I. Do you remember us?



**‘We are the articles.’**

I come before singular nouns beginning with consonant sounds.



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

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

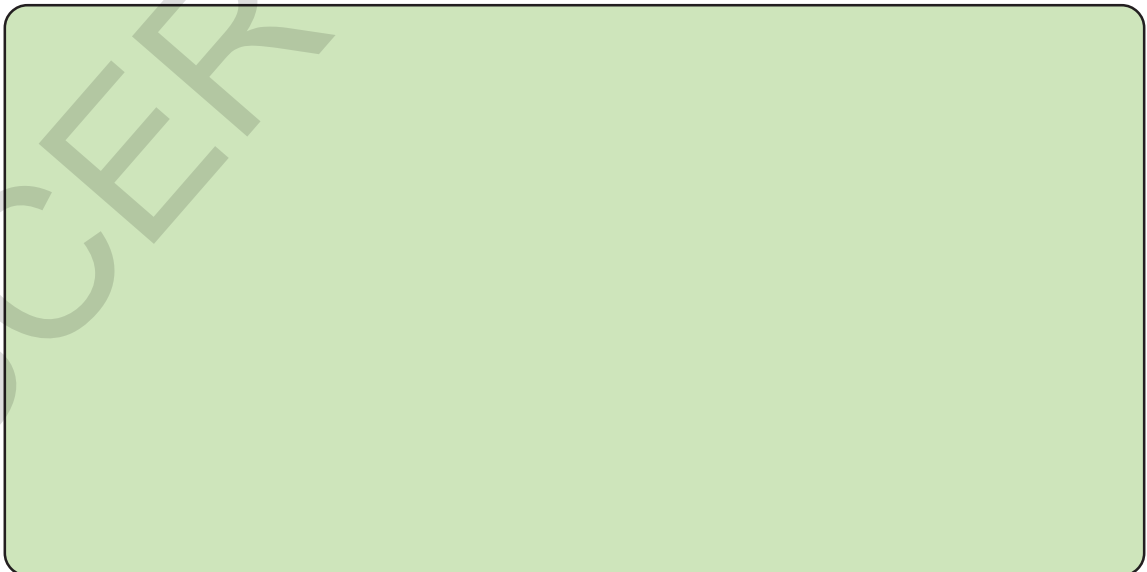


### Now, look at the following examples.

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

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

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



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

Dear Teja,

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

Hari

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

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

The words **quietly**, **hard** and **fast** tell us how the actions took place. These words are called **Adverbs** because they modify verbs.

### 1. Complete the passage with the given adverbs.

(immediately, heavily, fast, slowly, badly)

Last sunday it was raining \_\_\_\_\_. We asked our driver to drive \_\_\_\_\_ but he drove \_\_\_\_\_. The car hit a cyclist and injured him \_\_\_\_\_. We took him to a nearby hospital.

## 2. Fill in the blanks with the correct form of underlined word.

1. What Anu says is clear. She speaks \_\_\_\_\_.
2. This is a direct bus. It goes to Mumbai \_\_\_\_\_.
3. Lata has a sweet voice. She sings \_\_\_\_\_.
4. Raju's answers are correct. He solved all the sums \_\_\_\_\_.

## 3. Fill in the blanks with the given adverbs.

(tomorrow, early, forward, everywhere.)

1. Wake up \_\_\_\_\_ in the morning.
2. The soldiers marched \_\_\_\_\_.
3. I looked for the keys \_\_\_\_\_ but I couldn't find them.
4. \_\_\_\_\_ is a holiday.



## Writing

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

#### Notice

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

Now write a Notice to keep your school surroundings clean.

| Notice |        |
|--------|--------|
| Do's   | Don'ts |
|        |        |

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

Sometimes, apart from hitting or pinching, you may hear comments made on the body and about your looks. Remember, we did not make our body. We need not take pride in or feel ashamed of our body. Pride and shame come from behaviour. When others tease or bully you, it tells you about the kind of person the bullier is. The blame is theirs. They need to feel ashamed of their behaviour - not you.

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

**Hari** : Raghu, please don't go away.

**Raghu** : \_\_\_\_\_

**Hari** : \_\_\_\_\_

**Raghu** : \_\_\_\_\_

**Hari** : \_\_\_\_\_

**Raghu** : \_\_\_\_\_

**Hari** : \_\_\_\_\_

**Raghu** : \_\_\_\_\_

**Hari** : \_\_\_\_\_



**Conventions of Writing**

**Use capital letters, full stop (.), comma (,), question mark (?), wherever necessary and rewrite the following sentences.**

1. where does arjun live

\_\_\_\_\_

2. rajani is standing in the verandah

\_\_\_\_\_

3. kamala brought toys puzzles and chocolates for her daughter

\_\_\_\_\_

## Editing

Hi children,

**You've been writing descriptions, conversations, stories etc. To make your writings better, use the following checklist.**

1. Does each sentence begin with a capital letter?
2. Does each sentence have an end mark?
3. Have you used comma (,) and inverted commas (“ ”) wherever necessary?
4. Are all the words spelt correctly?
5. Are all the sentences proper?
6. Does your work has a proper beginning, sequencing and ending?

### Enrich your English

## Describing people.

**What does she/he look like?**

|                |                                                                   |
|----------------|-------------------------------------------------------------------|
| <b>Height</b>  | : tall, short, medium                                             |
| <b>Build</b>   | : slim, thin, plum, fat, skinny, well-built, muscular             |
| <b>Age</b>     | : young, elderly, middle aged, old, teenager, in 20's, 30's, 40's |
| <b>Face</b>    | : round, oval, square, with scars, wrinkles, tanned, fair,        |
| <b>Hair</b>    | : bald, straight, curly, wavy, spiky                              |
| <b>Eyes</b>    | : big, small, round, bright, narrow, black, blue                  |
| <b>Clothes</b> | : casual, shabby, tidy, messy                                     |



**Recite the following poem.**

## **The Best of Friends**



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

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



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



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

**- S. Jill Wolf**





## Glossary

- frown (*n*) : a look of displeasure  
 trials (*n*) : difficulties  
 worth (*adj*): valuable or very useful  
 secret (*adj*): kept hidden from others



## Comprehension

### I. Answer the following questions.

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

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

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



## Writing

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

My best friend is

He/ She is my best friend because

|  |
|--|
|  |
|  |
|  |
|  |

### II. Narrate an incident in which you helped a friend or someone helped you.

## Our Feelings

We have many feelings. We generally share them with our friends. We can share all sorts of emotions like happiness, sadness, anger, surprise, confusion, fear etc. We can express our fear, anger etc., freely describing what made us feel so without any problem as our friends accept our strengths and weaknesses equally. They understand our problem better as they are almost of our age and find solution suitable to us.



### How well did I understand this unit?

Read and tick (✓) in the appropriate box.

| *  | Indicators                                             | Yes | Somewhat | No |
|----|--------------------------------------------------------|-----|----------|----|
| 1. | I listened to and understood the listening text.       |     |          |    |
| 2. | I read and understood the text;                        |     |          |    |
|    | a) Let's be Friends                                    |     |          |    |
| 3. | I talked about Hari and my friends.                    |     |          |    |
| 4. | I completed the crossword puzzle.                      |     |          |    |
| 5. | I understood and did the exercises on;                 |     |          |    |
|    | a) articles                                            |     |          |    |
|    | b) adverbs                                             |     |          |    |
| 6. | I understood and recited the poem, 'The Best Friends'. |     |          |    |
| 7. | I was able to write;                                   |     |          |    |
|    | a) a notice.                                           |     |          |    |
|    | b) a conversation                                      |     |          |    |
|    | c) a description                                       |     |          |    |

## Karate Kitten

Look at the picture and answer the following questions.



1. What shop do you see here?
2. What do you think the woman and the child have come to the pet shop for?
3. Should animals be kept in cages like these? Why?

**Listen to your teacher. He /she will tell you about Rohit and his pet.**  
**Answer the following questions. (Note : Listening text is in Appendix-1)**

1. Why is Rohit not interested in playing now?
2. How was the Kitten responsible for the injury of Rohit's father ?



## Karate Kitten

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

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

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

The young shopkeeper advised Janaki to buy a kitten.

'Why, a kitten?'

'Because it's special.'

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



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

‘What does it do?’ Rohit asked curiously.

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

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

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

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

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



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

When they reached home, they made Karate Kitten smash old boxes, crockery and other useless articles. Rohit was very excited and waiting for his father. He was curious to tell him about the Karate Kitten.



Rohit was happy and started singing a song.  
*Karate Kitten jumps here and there,  
Beating things everywhere.  
Karate Kitten pounces here and there,  
Kicking things everywhere.  
Karate Kitten hops here and there,  
Crushing things everywhere.  
Karate Kitten stamps here and there,  
Smashing things everywhere.*



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

‘Karate practice! Who is that karate master?’  
Janaki showed the little kitten to her husband.

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

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

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

‘Kitten, karate my head!’ Rajarao shouted.

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

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

Janaki and Rohit burst into laughter.





## Glossary

|                         |                                                   |
|-------------------------|---------------------------------------------------|
| pleasant ( <i>adj</i> ) | : enjoyable, pleasing or attractive               |
| entertain ( <i>v</i> )  | : the act of entertaining                         |
| curious ( <i>adj</i> )  | : eager, ready and willing to know                |
| vigour ( <i>n</i> )     | : energy or physical strength or force            |
| crockery ( <i>n</i> )   | : plates, cups, dishes                            |
| excited ( <i>adj</i> )  | : felt happy / thrilled                           |
| feat ( <i>n</i> )       | : an action that needs skill, strength or courage |
| pounces ( <i>v</i> )    | : moves suddenly forwards to attack or catch      |
| stamps ( <i>v</i> )     | : brings the foot down forcibly                   |
| annoyed ( <i>v</i> )    | : made somebody angry                             |



## Comprehension

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

## II. Answer the following questions.

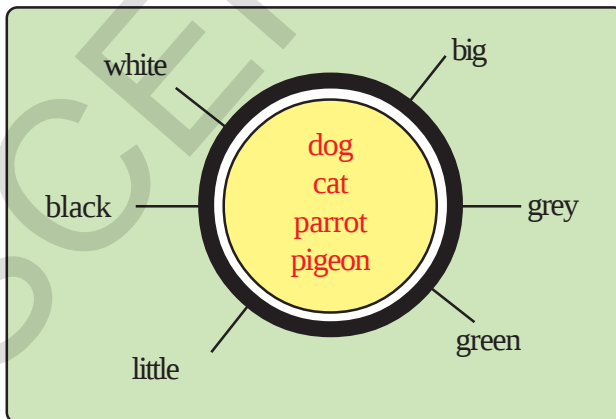
1. 'When he was away on his work, Janaki along with Rohit had been to a pet shop.' Who is 'he' here? Where had he gone?
2. Why did the shopkeeper advise Janaki to buy a kitten?
3. What did Rohit and his mother make the kitten do?
4. If you want your table to be broken, what will you say to the Karate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



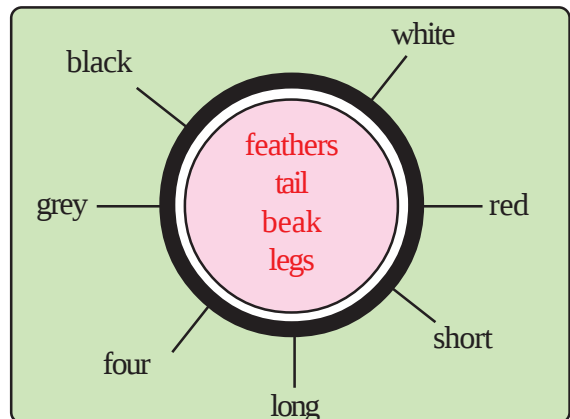
### Vocabulary

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

**Box 1**



**Box 2**



**Example : A white dog with a long tail.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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

---

---

---

---



## Grammar

**I. Observe the underlined words in the following sentences.**

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

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

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

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

## A. Complete the passages with the given prepositions.

(to, in, on, with, for)

Priya's birthday is \_\_\_\_\_ 5<sup>th</sup> May. She was born \_\_\_\_\_ the year 2003. She celebrates her birthday \_\_\_\_\_ her family and friends every year. They bring presents \_\_\_\_\_ her. Priya gives a return gift \_\_\_\_\_ each of them.

## B. Select the right answer.

(good at, fond of, speak to, wait for, look at, afraid of, belong to, angry with, listen to, interested in)

1. I am \_\_\_\_\_ dogs.
2. Madhu is \_\_\_\_\_ Maths.
3. Geeta is \_\_\_\_\_ sports.
4. Did you \_\_\_\_\_ your teacher?
5. \_\_\_\_\_ this song. It's beautiful.
6. Can you \_\_\_\_\_ me?
7. \_\_\_\_\_ those flowers. They are lovely.
8. Does this book \_\_\_\_\_ you?
9. Mother was \_\_\_\_\_ me for breaking the plates.
10. I am \_\_\_\_\_ icecream.

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

Rajarao is now \_\_\_\_\_ the railway station. He is waiting \_\_\_\_\_ his uncle. His uncle is coming \_\_\_\_\_ the Krishna express \_\_\_\_\_ Tirupathi. The train has arrived. Now they are \_\_\_\_\_ an auto. When they reach home, Rohit says, 'Welcome \_\_\_\_\_ our house, grandpa!'



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

**II. Read the following sentences. What do these sentences express? Choose the correct word from those given in the box.**

|         |            |             |           |          |        |
|---------|------------|-------------|-----------|----------|--------|
| request | suggestion | exclamation | statement | question | advice |
|---------|------------|-------------|-----------|----------|--------|

1. Janaki and Rohit burst into laughter. \_\_\_\_\_
2. What is special about the kitten? \_\_\_\_\_
3. Buy this kitten. \_\_\_\_\_
4. Please mummy! Buy this kitten. \_\_\_\_\_
5. Rohit, bring that old box here. \_\_\_\_\_
6. Let's go to the pet shop. \_\_\_\_\_
7. What a wonderful kitten! \_\_\_\_\_

You've studied about declarative/assertive and interrogative sentences in class IV. Now, let's see what are imperative and exclamatory sentences.

**Imperative sentence:**

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

**Exclamatory sentence:**

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

**A. What do you say in the following situations.**

1. You see a beautiful flower.  
\_\_\_\_\_
2. It is a hot day.  
\_\_\_\_\_

3. You meet a clever boy.

---

4. You read a nice story.

---

5. You see a tall building.

---

6. You want to ask your friend for a pen.

---

7. You want to know the time.

---

8. You want to ask the people to wait outside.

---

9. You want to introduce your friend.

---

10. You want your teacher to see your project work.

---

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

1. What does it do? ( )

2. Mummy, let's buy this kitten. ( )

3. Janaki paid for the kitten. ( )

4. What a clever kitten this is! ( )

5. Who is the karate master? ( )

6. Please, visit again. ( )
7. What's going on here? ( )
8. Rajarao got an injury on his head. ( )
9. Rohit, shut the door. ( )

### III. Read the following sentences from the story.

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

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

Sentences containing such actions are combined using 'when'.

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

Write them here.

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

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

---

2. They \_\_\_\_\_(talk) on the side of the road. Then an autorickshaw \_\_\_\_\_(stop) in front of them.
3. They sat in the auto. The auto was \_\_\_\_\_(go) to the town hall. Then it \_\_\_\_\_(start) raining.
4. They reached the town hall in time. Ranga Rao \_\_\_\_\_(search) for seats. At that time Rajarao \_\_\_\_\_(wait) at the door.
5. They found vacant seats in the last row and took their seats. The dance programme \_\_\_\_\_(start). Then the chief guest \_\_\_\_\_(arrive).



## Writing

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

Mummy, now we are four in the family.

The Karate Kitten is our fourth member.



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

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

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

Shopkeeper : \_\_\_\_\_

Janaki : \_\_\_\_\_

Shopkeeper : \_\_\_\_\_

Janaki : \_\_\_\_\_

Shopkeeper : \_\_\_\_\_

Janaki : \_\_\_\_\_

Shopkeeper : \_\_\_\_\_

Janaki : \_\_\_\_\_





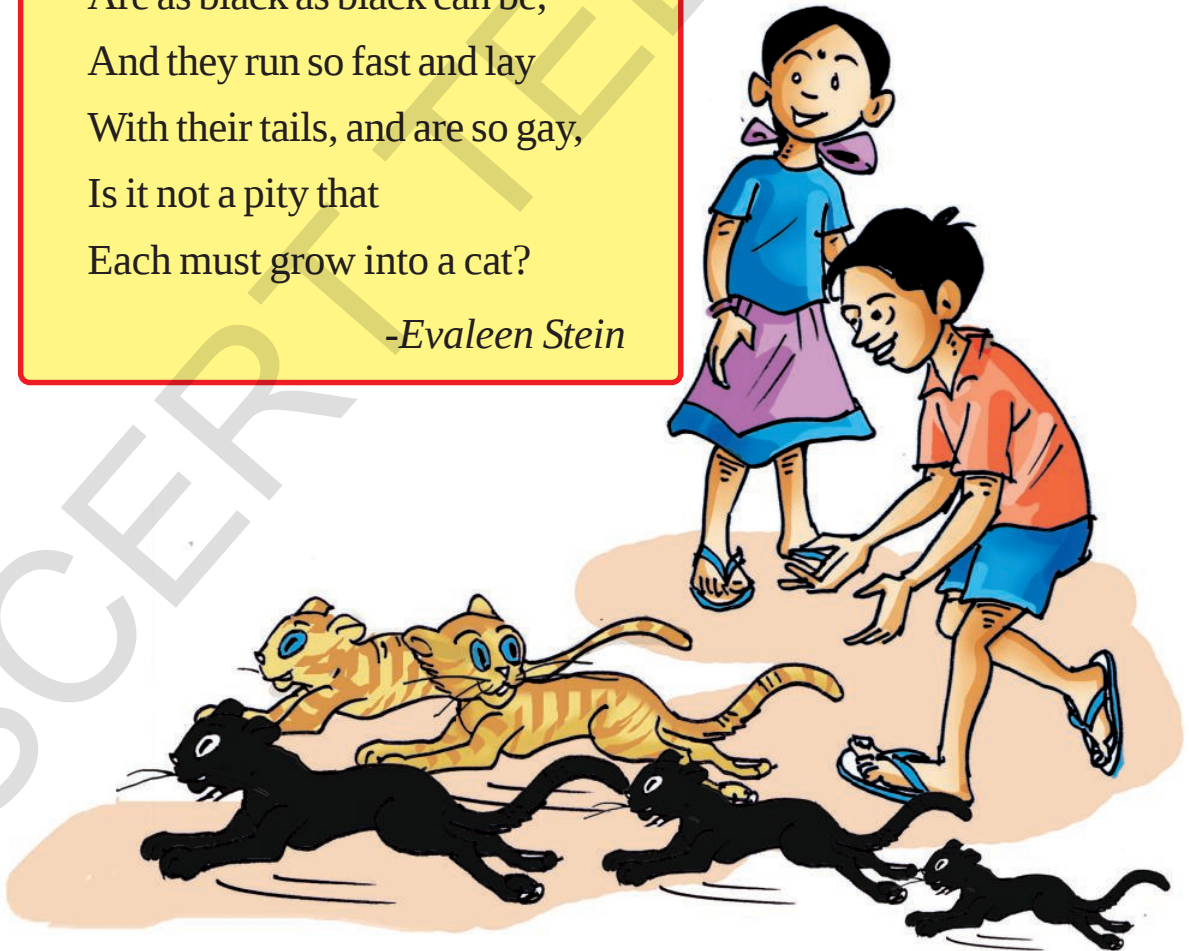
## B. Reading

Read the following poem.

### Our Kittens

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

*-Evaleen Stein*





## Glossary

- cunning (*adj*) : able to get something by tricking or cheating cleverly
- paw (*n*) : the foot of an animal that has claws
- claws (*n*) : sharp curved nails on the animal's or a bird's foot.
- gay (*adj*) : brightly coloured, happy



## Comprehension

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

|           |  |
|-----------|--|
| fur — pur |  |
|           |  |
|           |  |

**II. Answer the following questions.**

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

**Look at the comparison in the following sentences.**

**Its eyes are as white as clouds.**

Her saree is as green as grass.

His heart is as hard as stone.

Preeti speaks as sweet as honey.

Nitish is as busy as a bee.

**Match the words with their comparisons.**

| A  |               |       | B   |            |  |
|----|---------------|-------|-----|------------|--|
| a. | as brave as   | ( 5 ) | 1.  | honey      |  |
| b. | as strong as  | ( )   | 2.  | coal       |  |
| c. | as cunning as | ( )   | 3.  | a deer     |  |
| d. | as light as   | ( )   | 4.  | a fox      |  |
| e. | as slow as    | ( )   | 5.  | a lion     |  |
| f. | as fast as    | ( )   | 6.  | a feather  |  |
| g. | as proud as   | ( )   | 7.  | a peacock  |  |
| h. | as black as   | ( )   | 9.  | a tortoise |  |
| i. | as sweet as   | ( )   | 10. | an ox      |  |

### Conventions of Writing

**Use capital letters, full stop (.), comma (,), question mark (?), exclamation mark (!) and inverted commas (“ ”) wherever necessary and rewrite the following sentences.**

1. pavani, put the letter in the box said venkat

---

2. what a big kite

---

### Enrich your English

**Read the following sentences which contain all the letters of the English alphabet. These sentences are called PANGRAMS.**

- Whenever the black fox jumped the squirrel gazed suspiciously.
- The five boxing wizards jump quickly.
- The quick brown fox jumps over a lazy dog.



## Project Work

### Work in groups.

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

### Now Complete the table.

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

## Fun time



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

**Rohit:** Is this puppy faithful?

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

**Now tell a joke to the whole class**



**How well did I understand this unit?**

**Read and tick (✓) in the appropriate box.**

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

## Together We Live

Look at the picture and answer the following questions.



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

**Now, your teacher will tell you about the people shown in the above picture. Listen to him/her carefully and say whether the following statements are 'True or False'. (Note : Listening text is in Appendix-1)**

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



## Together We Live

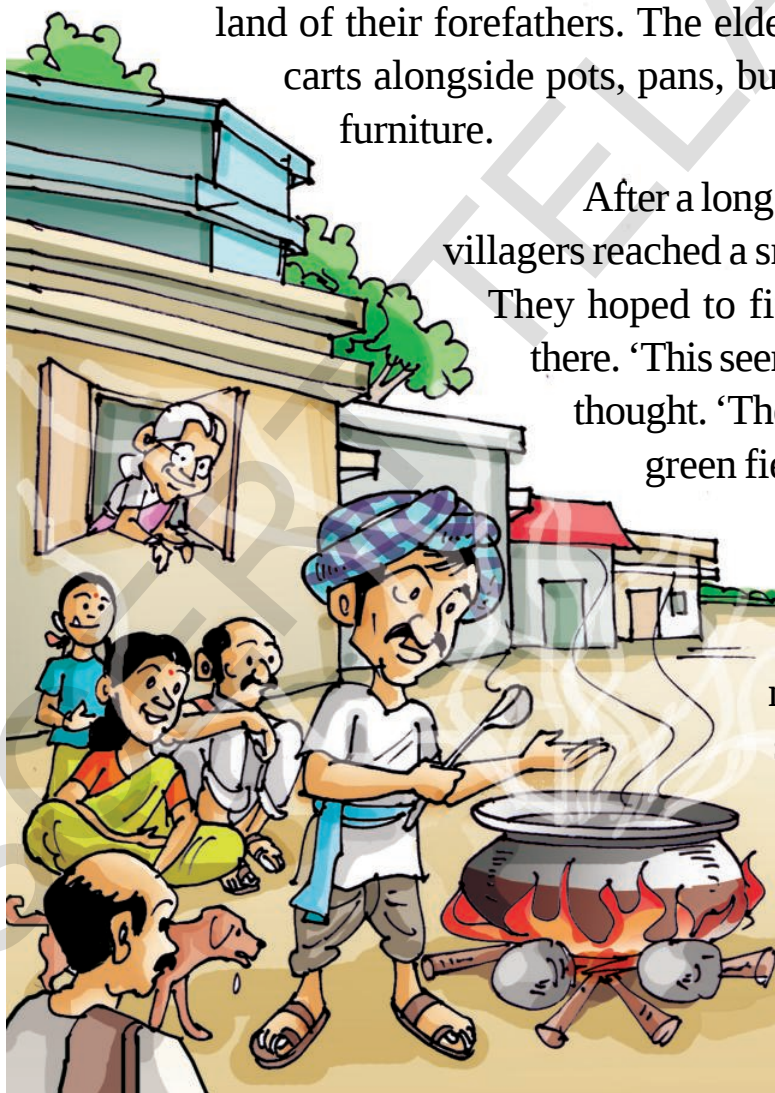
In Siripuram village it did not rain for three years. The pond was now a wide stretch of caked earth. Thirsty animals crowded around puddles of dirty water. Women went very far in search of water and returned with pots of water balanced over their heads and some fodder for the cattle tucked under their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

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

The people of Siripuram village began moving reluctantly from the land of their forefathers. The elderly and children sat in the carts alongside pots, pans, bundles of clothes and some furniture.

After a long journey of several days, the villagers reached a small town in a green valley. They hoped to find some work and shelter there. ‘This seems a prosperous town,’ they thought. ‘The rivers are full, and the lush green fields are so inviting.’

They reached Shanthi Nagar. Their tired legs refused to carry them any more, so they sat in the town square. Gopanna and others brought some cool water from a well. The tired people gulped it down thirstily. But water did not keep the hunger away for long. They looked



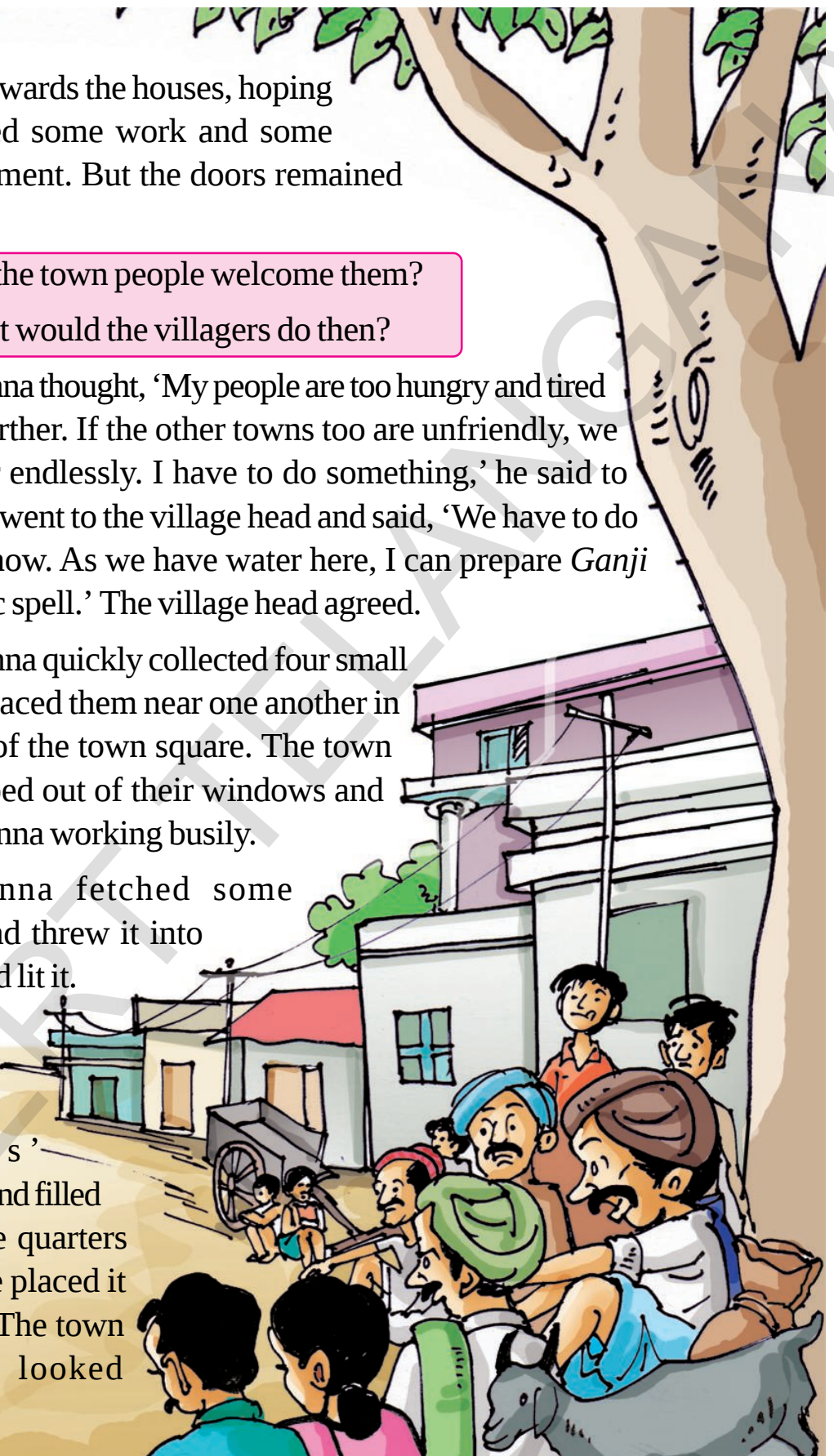
longingly towards the houses, hoping to be offered some work and some food as payment. But the doors remained shut.

- ♦ Did the town people welcome them?
- ♦ What would the villagers do then?

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

Gopanna quickly collected four small rocks and placed them near one another in the middle of the town square. The town people peeped out of their windows and found Gopanna working busily.

Gopanna fetched some firewood and threw it into the rocks and lit it. He picked a large pot from the villagers' belongings and filled it with three quarters of water. He placed it on the fire. The town people looked curiously.



The water boiled. Gopanna stood in front of the pot and said, ‘*Deja doja ikla ekla magia Ganji misto esto listo*. We will have some delicious magic *Ganji*.’

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

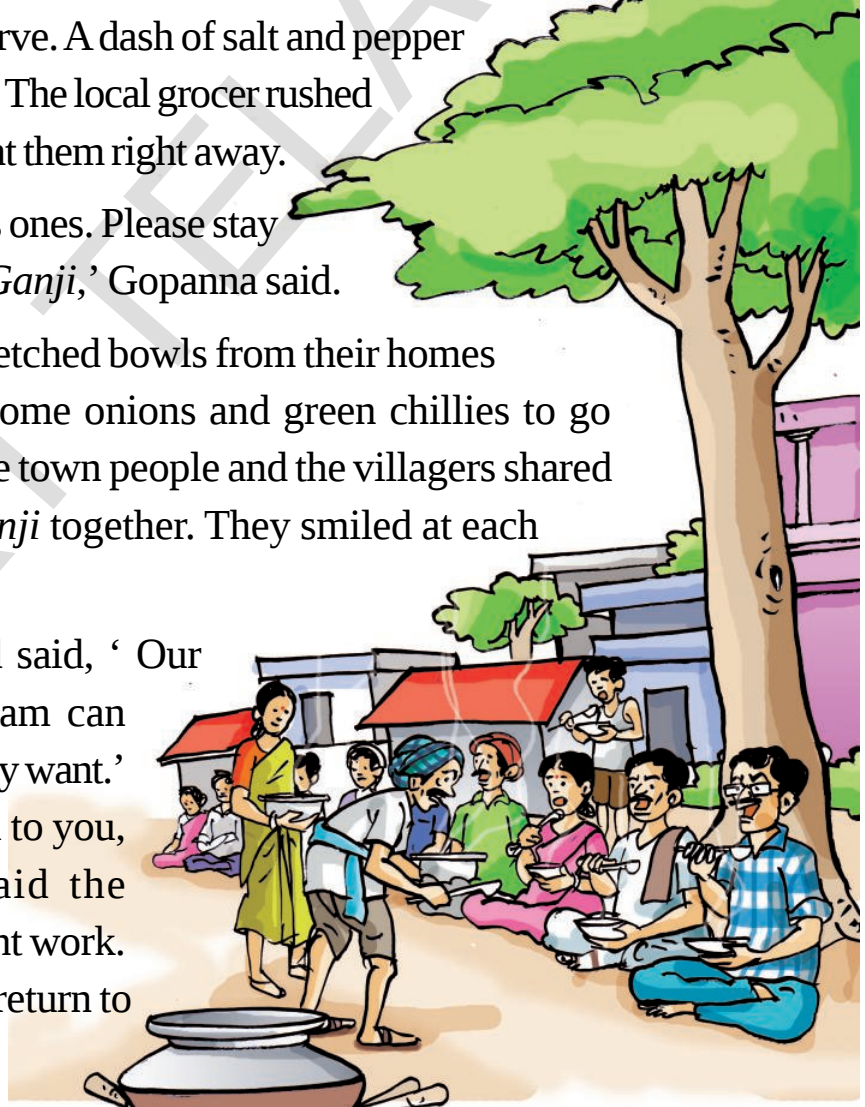
“Thank you, young boy” said Gopanna.

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

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

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

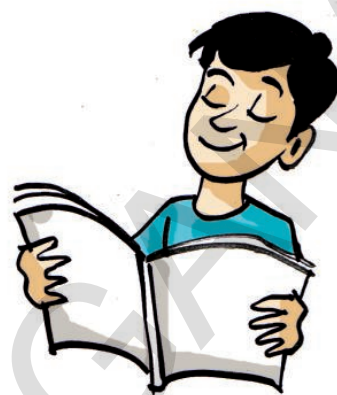
The town head said, ‘Our friends from Siripuram can stay here as long as they want.’ ‘We are very grateful to you, honourable sir,’ said the village head. ‘We want work. God willing, we will return to our village soon.’





## Glossary

- reluctantly (*adv*) : not willing
- caked (*adj*) : hardened
- lush (*adj*) : growing thick and healthy
- prosperous (*adj*) : rich
- ganji (*n*) : rice soup or *ambali*
- fetches (*v*) : brought
- creaked (*v*) : sound made by an old door



## Comprehension

### I. Answer the following questions.

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

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

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



## Vocabulary

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

|  |  |
|--|--|
|  |  |
|  |  |

**Now, write sentences using the words you have listed.**

|  |
|--|
|  |
|  |
|  |
|  |

**II. Read the following.**

Gopanna fetched some firewood.

Firewood is a compound word made from 'fire' and wood.

**Make suitable compound words by combining words from column A and B.**

| A      | B      |       |
|--------|--------|-------|
| play   | man    | _____ |
| class  | ground | _____ |
| moon   | fast   | _____ |
| water  | light  | _____ |
| break  | clock  | _____ |
| wall   | book   | _____ |
| text   | fall   | _____ |
| police | room   | _____ |

### III. Read the following phrase.

*‘a dash of salt and pepper.’*

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

‘a dash of lemon juice’

‘a dash of colour’

‘a dash of sugar’

‘a dash of coffee’

These phrases are called **Collocations**.

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

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

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

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

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.



## Grammar

### I. Choose a suitable adjective to complete the following.

(kind, cloudy, intelligent, big, thin, thirsty, hot, useful, sad, costly)



1. Radha answers all the questions correctly. She is an \_\_\_\_\_ girl.
2. These chairs cost 5000/-. They are \_\_\_\_\_.
3. Turn on the fan. It is \_\_\_\_\_.
4. There are black clouds in the sky. It is a \_\_\_\_\_ day.
5. A cow gives us milk. It is a \_\_\_\_\_ animal.
6. Rahul doesn't eat well. So, he is \_\_\_\_\_.
7. Raheema didn't get good marks. She is \_\_\_\_\_.
8. There are many rooms in our school. It is \_\_\_\_\_.
9. I want some water. I am \_\_\_\_\_.
10. Lily helps her friends. She is very \_\_\_\_\_.

### II. Work in pairs. Make the correct form of the word given in brackets and write in the blanks.

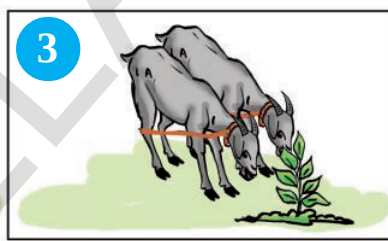
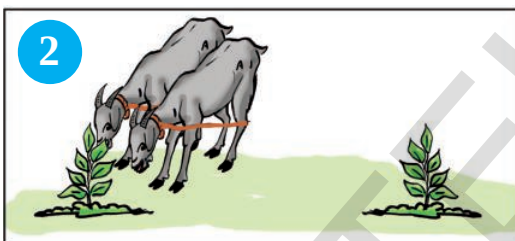
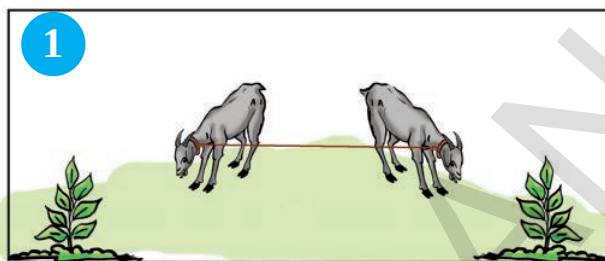
1. The children were so \_\_\_\_\_ that they ate all the food. (hunger)
2. The \_\_\_\_\_ crow put some pebbles in the pot. (thirst)
3. Asma laughed at the \_\_\_\_\_ man. (fun)
4. Ravi bought a \_\_\_\_\_ watch. (cost)
5. Sheela wore a \_\_\_\_\_ skirt. (beauty)
6. The soldier had a loud and \_\_\_\_\_ voice. (power)
7. Mother was \_\_\_\_\_ because I broke the cup set. (anger)

8. The dog is a \_\_\_\_\_ animal. (faith)  
9. The boys rushed in with \_\_\_\_\_ slippers. (mud)  
10. A parrot is a \_\_\_\_\_ bird. (friend)



## Writing

### I. Look at the following pictures and write a story.



### II. The town people helped the villagers. How did the villager's feel? Sit in groups, talk about their feelings and present before the class.

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



|          |  |
|----------|--|
| Step I   |  |
| Step II  |  |
| Step III |  |

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





## B. Reading

# The Three Little Rabbits

### Scene-1

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



### *Everyone sings and dances.*

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

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

I'm off to build a house

A beautiful, new house now

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

## Scene-2

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

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

**Man 1** : Here you are, little one.

**Rabbit** : Thank you, uncle. Goodbye.

**Man 1** : Goodbye.

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



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

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

**Man 2** : Here you are, little one.

**Rabbit 2** : Thank you *mama*. Goodbye.

**Man 2** : Goodbye.

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

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

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



**Man 3** : Here you are, little one.

**Rabbit 3**: Thank you *kaka*. Goodbye.

**Man 3** : Goodbye.

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

*Everyone sings and dances.*

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

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

I've built a house

A beautiful new house just now

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

### Scene-3

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

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

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

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

**Narrator** : So the fox huffed and he puffed and he blew the house down. And the first little rabbit ran to his brother's house.



### Scene-4

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



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

**Rabbit 2** : No! No! Not by the hair of my chinny chin chin, I'll not let you in!

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

**Narrator** : So the fox huffed and he puffed and he blew the house out. And the first little rabbit and the second little rabbit ran to their brother's house.

### Scene-5

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

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

**Rabbit 3** : No! No! Not by the hair of my chinny chin chin, I'll not let you in!

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

**Narrator** : So the fox huffed and he puffed and he huffed and he puffed. But he couldn't blow the house down. The three rabbits sat together.

**Rabbit 1** : Brothers, I think the fox has gone.

**Rabbit 2** : No! No! Look, he's coming down the chimney pipe.

**Rabbit 3** : Oh! I've got an idea.

**Narrator** : The three little rabbits together put the water tub on the fire place under the chimney. The third little rabbit made a blazing fire in the fire place.



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

***Everyone sings and dances.***

Ha, ha, ha, ho, ho, ho

We're not afraid of the bad big fox.

Ha, ha, ha, ho, ho, ho

We're not afraid of the bad big fox.



## Glossary

huff and puff (*idm*) : breathe out very hard

blazing (*adj*) : extremely hot

**Enact the play in the class.**



## Writing



## Opinion on the play

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

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

**My opinion on the play**

## Conventions of Writing

Use capital letters, full stop (.), comma (,), question mark (?), and exclamation mark (!) wherever necessary and rewrite the following sentences.

1. raghu saw tigers lions and monkeys in the zoo

---

2. madhu ram john and ali played football

---

3. who is absent today

---

4. how beautiful the rainbow is

---

## Enrich your English

### Idioms

- |                                      |                                                                     |
|--------------------------------------|---------------------------------------------------------------------|
| 1. <i>A hot potato</i>               | : A disputed issue spoken by many people.                           |
| 2. <i>Beat around the bush</i>       | : Avoiding the main topic or not speaking directly about the issue. |
| 3. <i>Cry over spilt milk</i>        | : When you complain about the loss from the past.                   |
| 4. <i>Last straw</i>                 | : The final problem in a series of problems.                        |
| 5. <i>Hit the nail on the head</i>   | : Do or say something exactly right.                                |
| 6. <i>Ball is in our court</i>       | : It is upto you to make the next decision.                         |
| 7. <i>Let the cat out of the bag</i> | : To share the information that was previously concealed.           |

## Fun Time

One day two little rabbits went into the forest.

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

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

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

**Rabbit 2:** Who told you that?

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

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



**Now tell a joke to the whole class.**

**How well did I understand this unit?**

**Read and tick (✓) in the appropriate box.**

| *  | Indicators                                       | Yes | Somewhat | No |
|----|--------------------------------------------------|-----|----------|----|
| 1. | I listened to and understood the listening text. |     |          |    |
| 2. | I read and understood the texts;                 |     |          |    |
|    | a) Together We Live                              |     |          |    |
|    | b) The Three Little Rabbits                      |     |          |    |
| 3. | I talked about the feelings of the villagers.    |     |          |    |
| 4. | I understood and did the exercises on ;          |     |          |    |
|    | a) compound words                                |     |          |    |
|    | b) adjectives                                    |     |          |    |
| 5. | I was able to write;                             |     |          |    |
|    | a) the steps in recipe                           |     |          |    |
|    | b) a story                                       |     |          |    |
|    | c) my opinion of the play                        |     |          |    |

## A Big Surprise

Look at the picture and answer the following questions.



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

Now your teacher will tell you about Lalitha. Listen to him/her carefully and answer the following questions. (Note : Listening text is in Appendix-1)

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



## A Big Surprise

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



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

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

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

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

'Why not?' Kavitha said, 'Father says it is the finest tomato he has ever seen. You can take it to the exhibition. Don't tell anyone, When judges announce the first prize to Miss Lalitha, they will be surprised.'

'Okay' said, Lalitha.

Kavitha wrote a card that read 'Tomato raised by Lalitha, aged ten.'

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

'We will carry it in a pretty basket Kavitha said. Later, when they went to the garden to pick the tomato, they were shocked.'

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

The large beautiful tomato was missing.

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

Kavitha and Lalitha were not happy. Lalitha was weeping all the way to the exhibition grounds. There they saw pets and vegetables in the display. They could not believe their eyes, among other tomatoes was Lalitha's big beauty. 'Look, Kavitha, that's my tomato!' she said with joy.

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

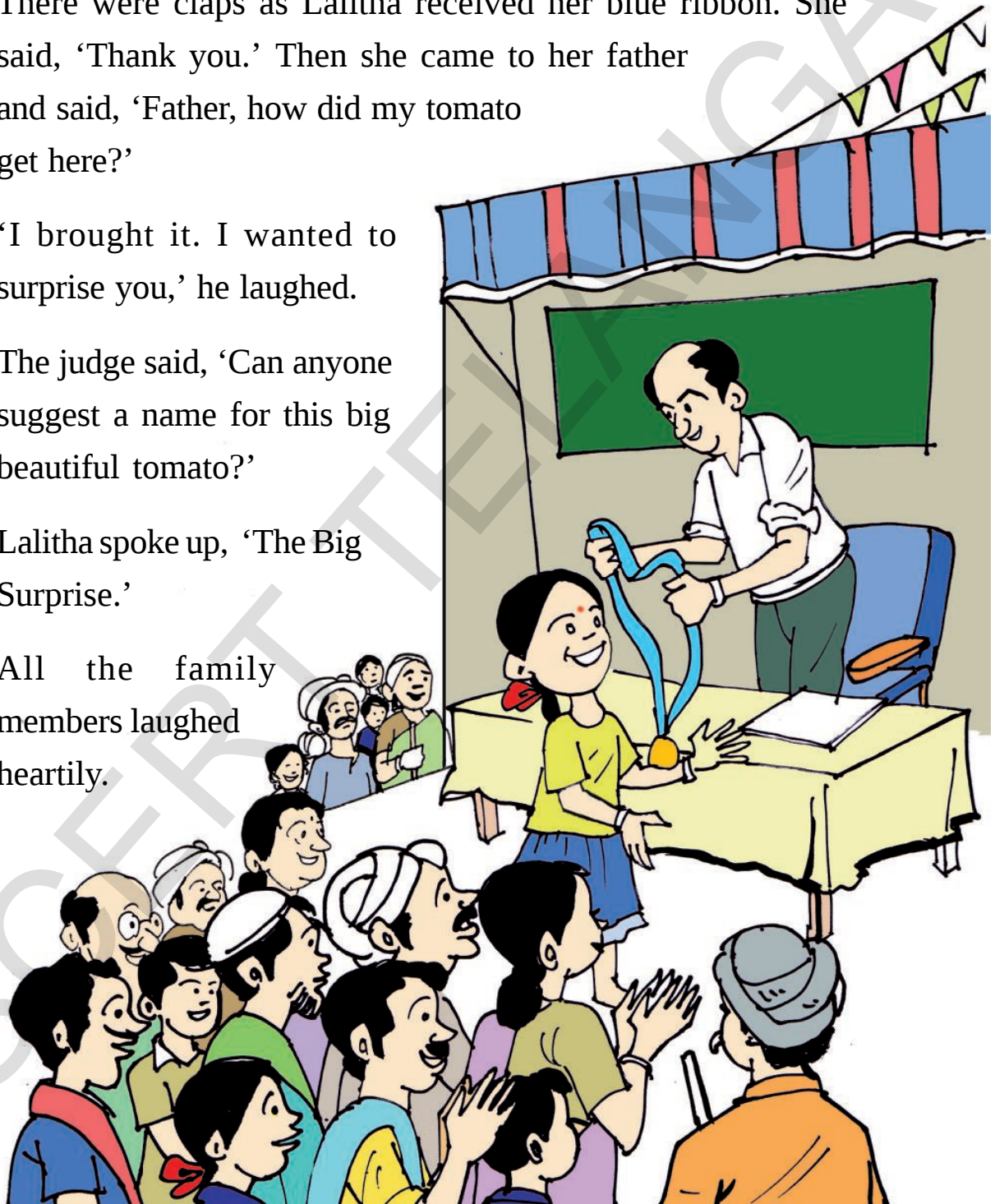
There were claps as Lalitha received her blue ribbon. She said, 'Thank you.' Then she came to her father and said, 'Father, how did my tomato get here?'

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

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

Lalitha spoke up, 'The Big Surprise.'

All the family members laughed heartily.





## Glossary

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



## Comprehension

### I. Answer the following questions.

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

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

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

Lalitha sowed tomato seeds in the kitchen garden.

---



---



---



---



Lalitha received her blue ribbon from the judge.



**Vocabulary**

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

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

**II. Read the following sentences.**

Lalitha sowed some tomato seeds.

She planted them in the garden.

She pulled every weed.

The underlined words show the actions happened in the past. We add ‘-ed’ to some verbs to form the simple past tense. Some verbs take different forms. Example eat - ate, drink-drunk, feel-felt. Some other verbs do not change to form the simple past tense. Example : cut-cut, put - put

**Fill in the blanks with the past form of the verb given.**

- |                                               |         |
|-----------------------------------------------|---------|
| 1. I _____ a lion in the zoo.                 | (see)   |
| 2. My uncle _____ to see us last Sunday.      | (come)  |
| 3. We _____ very late last night.             | (sleep) |
| 4. Shiba _____ a picture yesterday.           | (draw)  |
| 5. Amit _____ his cricket bat to school.      | (bring) |
| 6. Someone _____ the window pane yesterday.   | (break) |
| 7. I _____ ₹100 in my kiddy bank.             | (save)  |
| 8. Lucy _____ me a present on my birthday.    | (give)  |
| 9. Father _____ us out for dinner last night. | (take)  |
| 10. Mother _____ cookies for us yesterday.    | (bake)  |

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

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

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



## Grammar

### I. Read the following sentences.

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

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

**Examples:** You are lazy.

Rajesh is a boy.

I did it.

She does something useful everyday.

Radha has done her work.

I am a singer.

They were very hungry.

### Read the following sentences and underline auxiliaries.

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

**Complete the following sentences using the choices given below.**

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



## Writing

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

31.08.2019

Hi Usha,

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

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

With love,  
Lalli

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

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



**Lalitha :** I want to grow vegetables.

**Father :** \_\_\_\_\_.

**Lalitha :** \_\_\_\_\_.

**Father :** \_\_\_\_\_.

**Lalitha :** \_\_\_\_\_.

**Father :** \_\_\_\_\_.

**Lalitha :** \_\_\_\_\_.

**Father :** \_\_\_\_\_.

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



1



2

| Sl. No | Item           | Poster 1 | Poster 2 |
|--------|----------------|----------|----------|
| 1      | Purpose        |          |          |
| 2      | Venue          |          |          |
| 3      | Time and date  |          |          |
| 4      | Products       |          |          |
| 5      | Other features |          |          |
| 6      | Organised by   |          |          |
| 7      | Any other      |          |          |

**Now work in groups. Prepare a poster on ‘Environment Day Celebrations in your school.’ Be sure the poster has all the necessary information like the ones above.**

## Conventions of Writing

Use capital letters, full stop (.), comma (,), exclamation mark (!) and inverted commas (“ ”) wherever necessary and rewrite the following sentences.

It was Vikram’s birthday But nobody wished him. There was a knock at the door he opened the door “surprise happy birthday Vicky shouted his friends

---

---

---

---

---

## Enrich your English

Observe how each letter in the word ‘student’ is used to describe the qualities of a student.



|          |   |           |
|----------|---|-----------|
| <b>S</b> | - | Sincere   |
| <b>T</b> | - | Truthful  |
| <b>U</b> | - | Unique    |
| <b>D</b> | - | Decent    |
| <b>E</b> | - | Efficient |
| <b>N</b> | - | Neat      |
| <b>T</b> | - | Talented  |



Now, write your name in the same way, describing your qualities.



## B. Reading

Recite the following poem.

### Five Friendly Farmers



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

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



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

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

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





## Glossary

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



## Comprehension

### Answer the following.

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

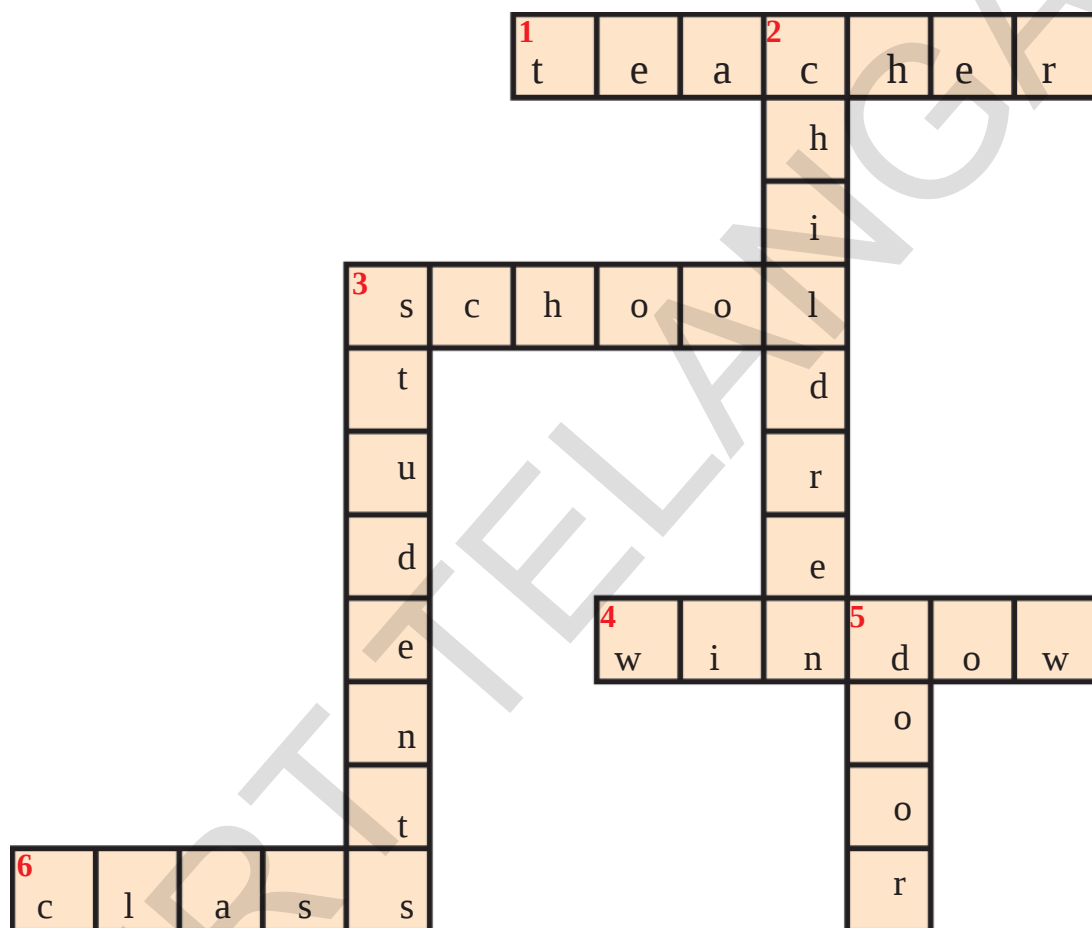
- milk the cows / buffaloes
- feed the buffaloes
- make pots
- feed the hens and cocks
- make wooden items
- put the cows in their shed
- making dung cakes



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

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

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



**Across** →

Down▼

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

## Fun Time

One day Rajesh came to class late.

**Mrs. Malathi :** Why are you late, Rajesh?

**Rajesh :** Because of a sign down the road.

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

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



**Now tell a joke to your friends**

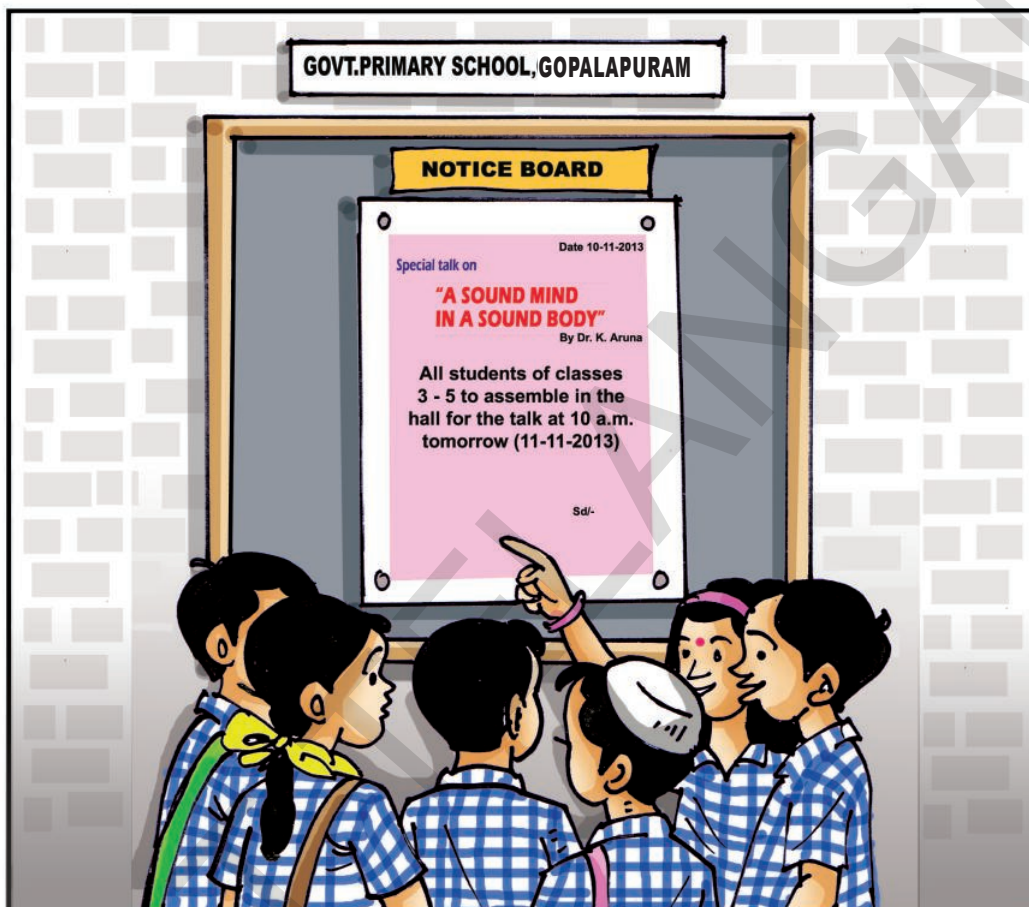
**How well did I understand this unit?**

**Read and tick (✓) in the appropriate box.**

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

## The Food We Eat

Look at the picture and answer the following questions.



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

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

*(Note : Listening text is in Appendix-1)*

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



## The Food We Eat

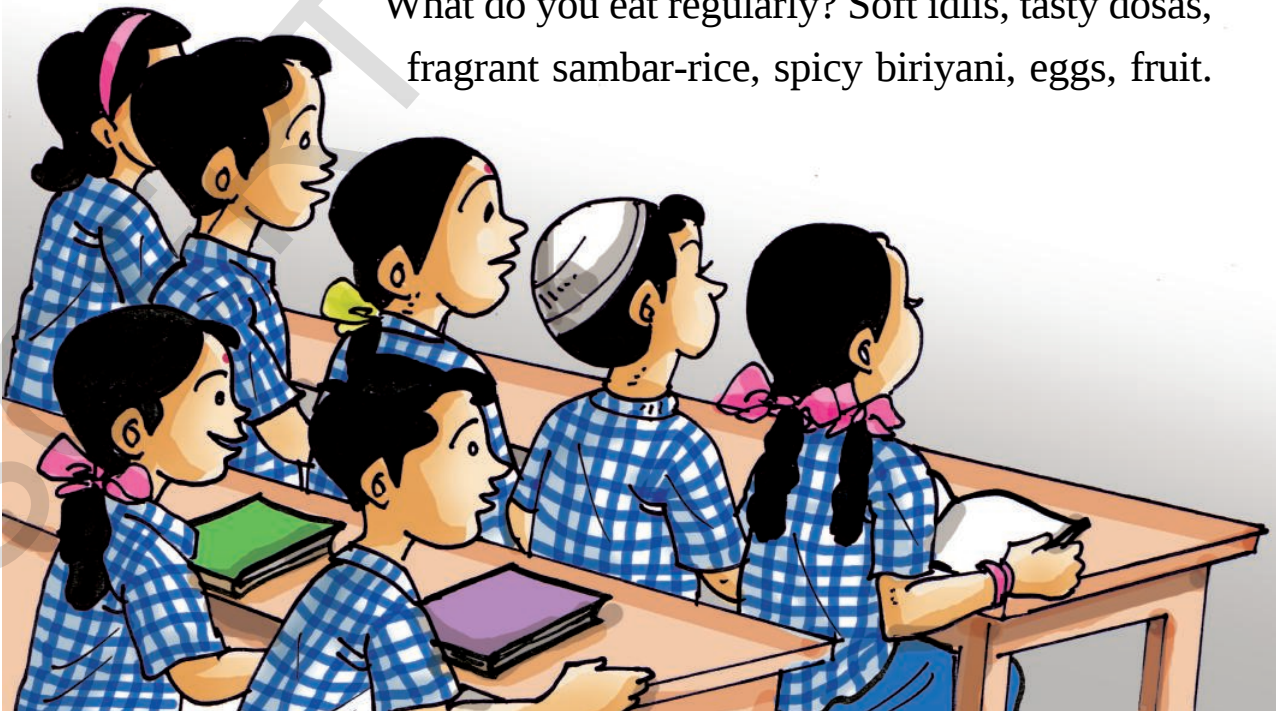
‘Food is vital for our survival. From the time that we are babies, we need good food to grow strong. Good food has many qualities. Can you tell me what they are?’ asked Dr. Aruna.

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

‘Good,’ said Dr. Aruna. ‘Balanced food is good because it gives your body all that it needs. Today, there are so many different kinds of food but all of them may not be healthy for us. Do we choose to eat food for its taste alone, or to help us be alert and energetic?’ she asked.

Dr. Aruna continued, ‘Good food is truly tasty because it has the flavour of the things that go into preparing it. In school, either we eat the hot and healthy food that is made for the noon meal or what we bring from home.’

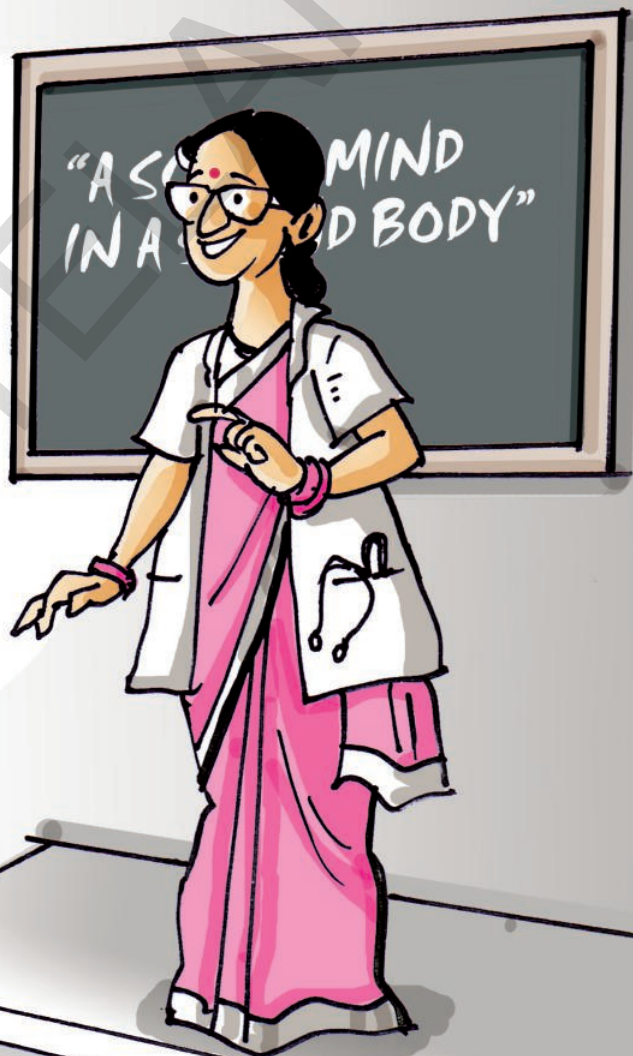
‘What do you eat regularly? Soft idlis, tasty dosas, fragrant sambar-rice, spicy biriyani, eggs, fruit.’



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

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

'What makes us feel the need to eat food that is unhealthy? One reason for this is hidden in the time that we watch television. How much time do you spend watching TV?' She asked. 'Three hours?' Many hands went up. 'What programmes do you watch?' She enquired. The children named a few. 'How often do you see advertisements in these programmes, and pester your mother to buy what you see there? Most chocolates, chips, soft drinks, cakes and biscuits may not be very healthy to eat. But the advertisements look very good.'



‘There are advertisements telling that you will become a ‘super hero’ if you have a particular drink. Some may show you your favourite film star or sports hero, who is very happy having a soft drink. Though we all know that soft drinks are bad for health, we feel like having them. Finally, I leave it to you to have the food of your choice whether healthy or junkfood. Which one do you prefer, a packet of old chips stored in a shop for a long time, in a colourful packet or the fresh chips that mother or granny makes?’ Dr. Aruna ended her speech. The children clapped loudly.



## Glossary

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



## Comprehension

### I. Answer the following questions.

1. 'Good food has many qualities.' Can you say what they are? List them.
2. Why do you want to eat certain kinds of food, even when you know they are not good for you?
3. What is junk food? What did Dr. Aruna say about junk food?
4. Why did children clap loudly after listening to Dr. Aruna's speech?
5. Would you stop eating junk food after reading this lesson? Why?

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

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



## Vocabulary

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

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

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

| Sl.No | Name of the junk food | Reasons                                                                              |
|-------|-----------------------|--------------------------------------------------------------------------------------|
|       |                       |  |

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

delicious                      junk                      flavour                      fragrance  
mouthwatering              fortunately              often                      interesting  
healthy

### A DAY AT FOOD FESTIVAL

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

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

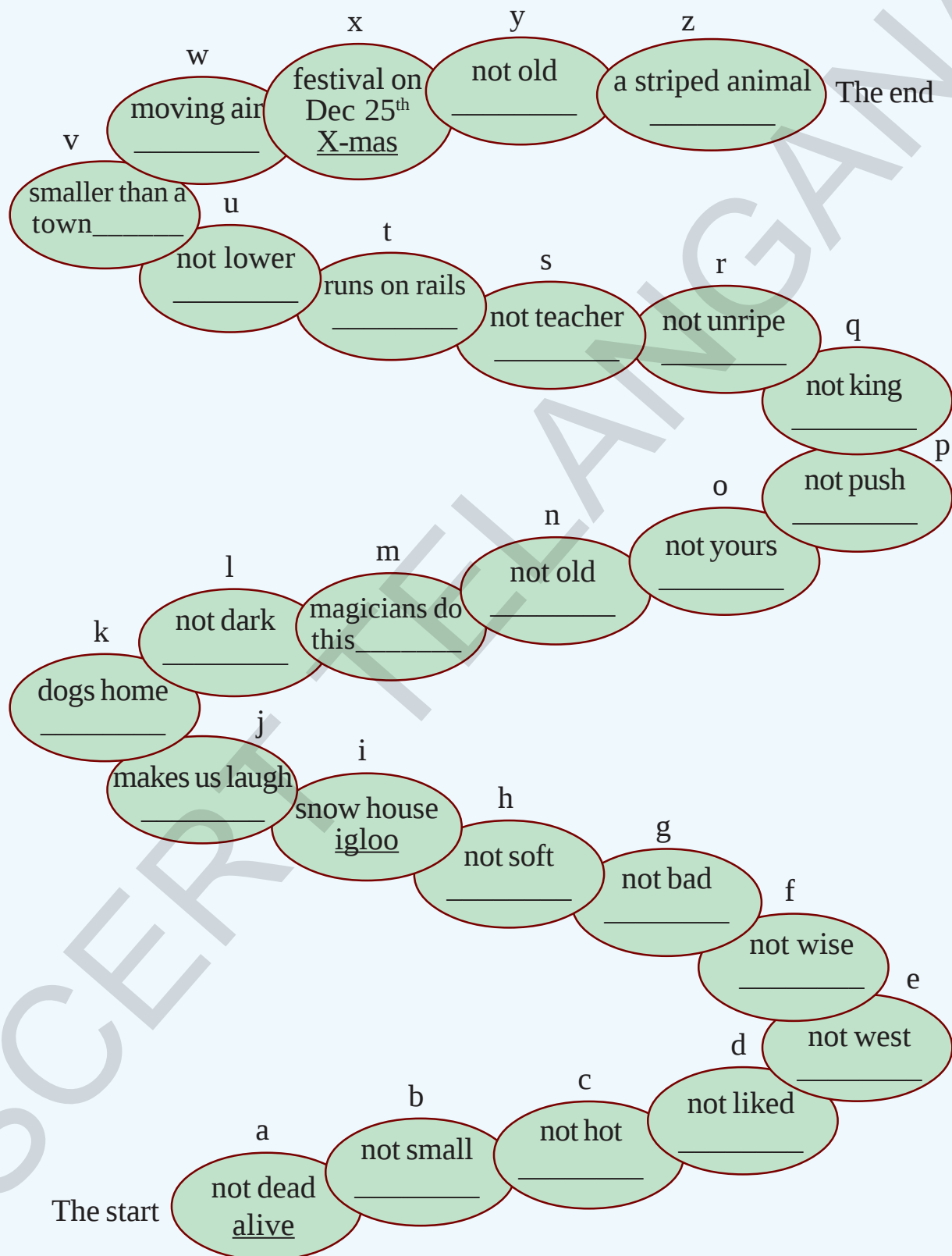


## III. Read the following about Mrs. TOO FAT, and replace the underlined words with suitable words from the box.

pain      calm,      scared,      excited,      tasty,      healthy

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

#### IV. Play the game of stepping stones by writing the correct words in the blanks.



## V. Read the following sentences.

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

In the above sentences

**Dr** represents Doctor.

**TV** represents Television.

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

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

| A        |         | B                       |
|----------|---------|-------------------------|
| 1. TC    | (     ) | a) Mister               |
| 2. HM    | (     ) | b) Leg Before Wicket    |
| 3. LBW   | (     ) | c) Transfer Certificate |
| 4. Mr.   | (     ) | d) Serial Number        |
| 5. Sl.No | (     ) | e) Headmaster           |



## Grammar

### I. Read the following sentence.

‘Balanced food is good because it gives your body all that it needs.’

There are two sentences in it.

1. Balanced food is good.
2. It gives your body all that it needs.

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

## Complete the following sentences.

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

## II. Now read the following sentence.

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

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

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



Here '**though**' is used to express 'inspite of'.

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

1. Priya answered the questions well. She did not get good marks.

Though Priya answered the questions well, she did not get good marks.

2. Our team played well. We lost the match.

\_\_\_\_\_

3. Raja is rich. Raja is a miser.

\_\_\_\_\_

4. Ramya is hurt. She did not cry.

\_\_\_\_\_



## Writing

Look at the following advertisement given in the newspaper.

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

Venue: The Public Garden,  
Nampally, Hyderabad.

Date: 25<sup>th</sup> November Time: 10 a.m. to 3 p.m.

Contact: 9xxxxxxxxx

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

Now answer the following questions.

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



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

Blank area for drawing a poster.

## Conventions of Writing

Use capital letters, full stop (.), comma (,), question mark (?), and inverted commas (“ ”) wherever necessary and rewrite the following sentences.

bhumi went to the garden she saw many flowers there there were red yellow blue and purple flowers. She thought can I pluck these flowers

---

---

---

---

## Enrich your English

Messages for different occasions.

**Birthday**

- Happy birthday to you, Many happy returns of the day, Have a wonderful day.

**When people are sick**

- Get well soon, Wishing you a speedy recovery.

**When people win**

- Congratulations, Keep it up, Excellent job, Way to go

**When people lose**

- Participation itself is an achievement, Failure doesn't matter, Better luck next time.

**When someone helps you** - Thankyou, It was very kind of you,

**When you hurt someone** - I am sorry, Kindly, forgive me

**When you ask for help** - Please



## B. Reading

Recite the following poem.

### Junk Food- Junk Food – Go Away...

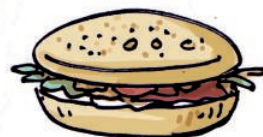
Junk food, Junk food  
Go away, Go away  
Junk food, Junk food  
Be never seen in my tray.

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

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

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

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



-Vikas



## Glossary

|                         |   |         |
|-------------------------|---|---------|
| wanna (v)               | : | want to |
| thee ( <i>pronoun</i> ) | : | you     |



## Comprehension

**Answer the following questions.**

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



## Writing

**Group Work.**

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





## Project Work

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



**‘Homemade food is better than junk food.’**

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

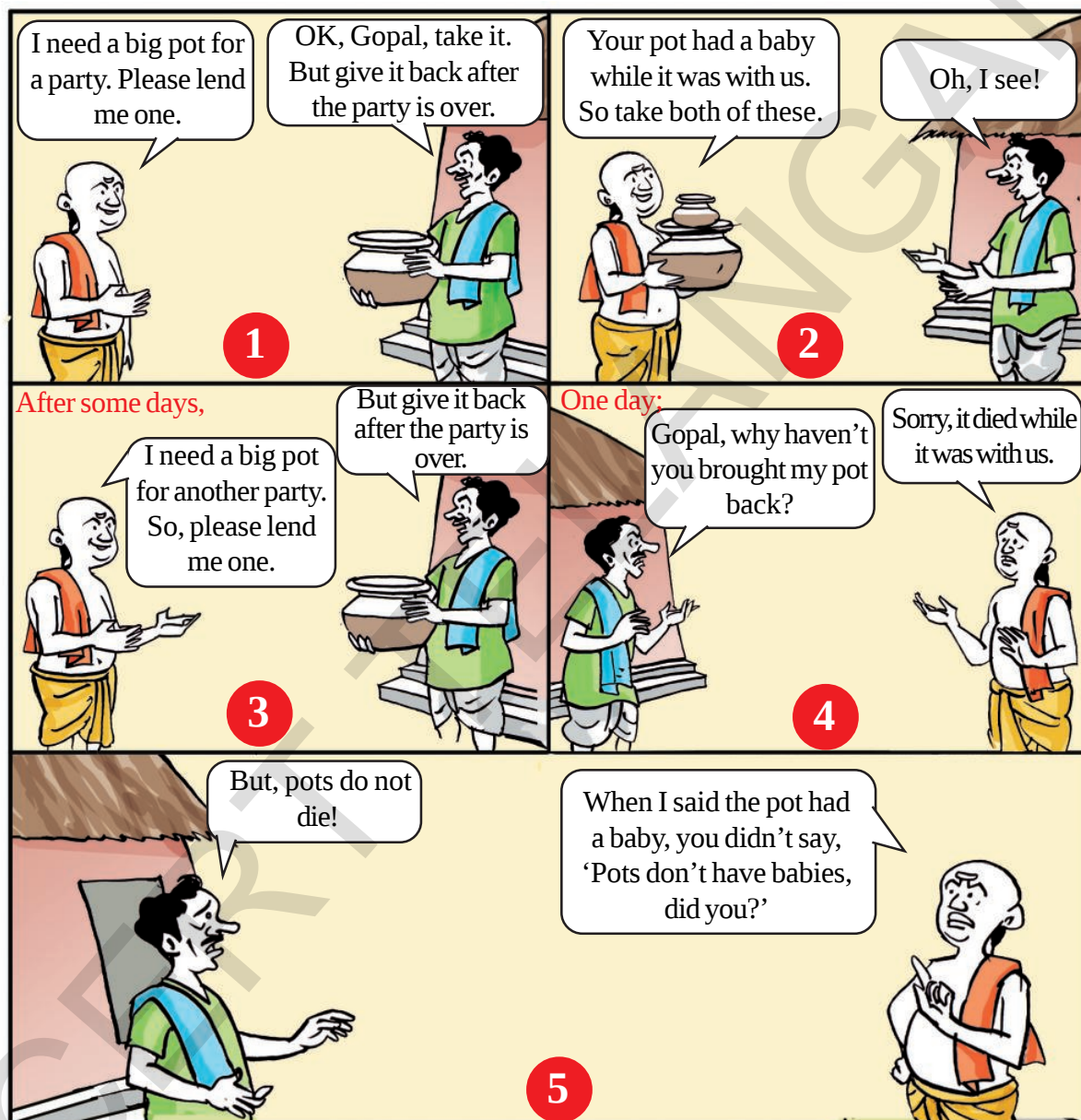
**How well did I understand this unit?**

**Read and tick (✓) in the appropriate box.**

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

## The Witty Nasruddin

Read the following story and answer the questions.



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

Now your teacher will tell you about Nasruddin and his humorous jokes. Listen carefully and answer the following question. (Note : Listening text is in Appendix-1)

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



## The Witty Nasruddin

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

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

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



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

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

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

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

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

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

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

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





## Glossary

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



## Comprehension

### I. Answer the following questions.

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

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

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

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

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



#### Vocabulary

#### I. Read the following sentence.

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

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

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

|      |      |
|------|------|
| here | hear |
| meet |      |
| bred |      |
| year |      |
| alm  |      |

|       |  |
|-------|--|
| peace |  |
| four  |  |
| write |  |
| eight |  |

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

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

## **II. Tick the correct answer and write it in the blanks.**

1. Pintu and I like to play. (They/we) \_\_\_\_\_ play foot ball everyday.
2. Look at those kittens. (They/it) \_\_\_\_\_ are so cute.
3. Please come here. I want to talk to (he/you) \_\_\_\_\_
4. This is Mr.Rao. (He/she) \_\_\_\_\_ is our new teacher.

5. The mangoes are ripe. I want to buy (they/them) \_\_\_\_\_
6. This dog is (our/ours) \_\_\_\_\_
7. The red umbrella is (your/yours) \_\_\_\_\_
8. Where are (my/mine) \_\_\_\_\_ shoes?
9. That is (their/theirs) house. \_\_\_\_\_
10. I know (your/yours) \_\_\_\_\_ brother.



## Grammar

### Adjectives - Degrees of Comparison

When you talk about the quality of a person or thing or an action, you use the positive degree.

Example : Rajiv is **tall**

When you compare the quality of a person or thing with another, you use the comparative degrees.

Example : Lokesh is **taller** than Rajiv

When you compare the quality of a person or thing with more than two people or things, you use the superlative degree.

Example : Madhav is the **tallest** boy in the class.

Usually comparative forms are formed by adding -er to the adjective or more before the adjective and the superlative forms are formed by adding -est to the adjective or most before the adjective.

Complete the table by filling in the positive, comparative or superlative forms of the adjectives.

| Positive | Comparative    | Superlative |
|----------|----------------|-------------|
| bold     | bolder         | boldest     |
| _____    | richer         | _____       |
| _____    | _____          | most loyal  |
| smart    | _____          | _____       |
| _____    | thicker        | _____       |
| wide     | _____          | _____       |
| _____    | more beautiful | _____       |
| _____    | harsher        | _____       |
| tough    | _____          | _____       |
| _____    | _____          | finest      |
| _____    | older          | _____       |

Fill in the blanks with the correct form of the adjectives given.

- The Himalayan mountains are the \_\_\_\_\_ mountains in the world. (high)
- Gold is \_\_\_\_\_ than silver. (expensive)
- May is the \_\_\_\_\_ month of the year. (hot)
- Silk is \_\_\_\_\_ than cotton (fine)
- Maths is \_\_\_\_\_ than Science. (difficult)
- Hari is \_\_\_\_\_ than Phani. (clever)
- Indu is the \_\_\_\_\_ in the family. (intelligent)
- This is the \_\_\_\_\_ chocolate I have ever tasted.  
(sweet/ sweeter/ sweetest)



## Writing

The poor traveller looked at the following points on a notice board in the eating house.

### \* Notice Board \*

- ♦ Do not wash your hands in plates.
- ♦ Please pay the bill before you leave.
- ♦ See the menu card before you order.
- ♦ Be patient till the food is served.
- ♦ Food from outside is not allowed here.

-The house keeper  
Madina Eating House



1. Who is this notice for?
2. Who has put up the notice?
3. Separate the 'Do's' and 'Don'ts'.

**On behalf of the headmaster of your school, write a notice for giving instructions to be followed during the Mid-Day Meals.**

### Notice Board

## Conventions of Writing

Use capital letters, full stop (.), comma (,) and inverted commas (“ ”) wherever necessary and rewrite the following sentences.

1. on sunday mornings sagar wakes up late

---

2. sandeep mohan chintu and pradeep were good friends

---

3. Teacher said come to school on time

---

## Enrich your English

### 1. Words describing emotions

|       |   |                                            |
|-------|---|--------------------------------------------|
| happy | - | joyous, delighted, glad, cheerful, merry   |
| sad   | - | sorrowful, unhappy, grief, mournful        |
| fear  | - | afraid, panic, scared, worried, frightened |
| angry | - | annoyed, irritated, enraged, provoked      |

2. We have many qualities. Different qualities are well developed in different people. Qualities help us live together peacefully and solve problems. Here are a list of a few qualities. Circle the ones you think you have. Think of more qualities you or your friends and family members have. Add them to the list.

|             |           |         |         |
|-------------|-----------|---------|---------|
| adventurous | agressive | bold    | boring  |
| calm        | caring    | clever  | cunning |
| funny       | happy     | helpful | neat    |
| hardworking | honest    | merry   | moody   |
| plain       | practical | stupid  | rough   |
| shy         | silly     | smart   | sweet   |



## B. Reading

**The Clever Jackal**

1 O! Farmer, please open the door.  
No, I'm sorry, I can't trust a tiger.

2 I'm not ungrateful, I won't harm you.  
I'll trust you.  
He opens the door.

3 But, I'm hungry! So I'll eat you.  
Oh, No! You're ungrateful and cruel.

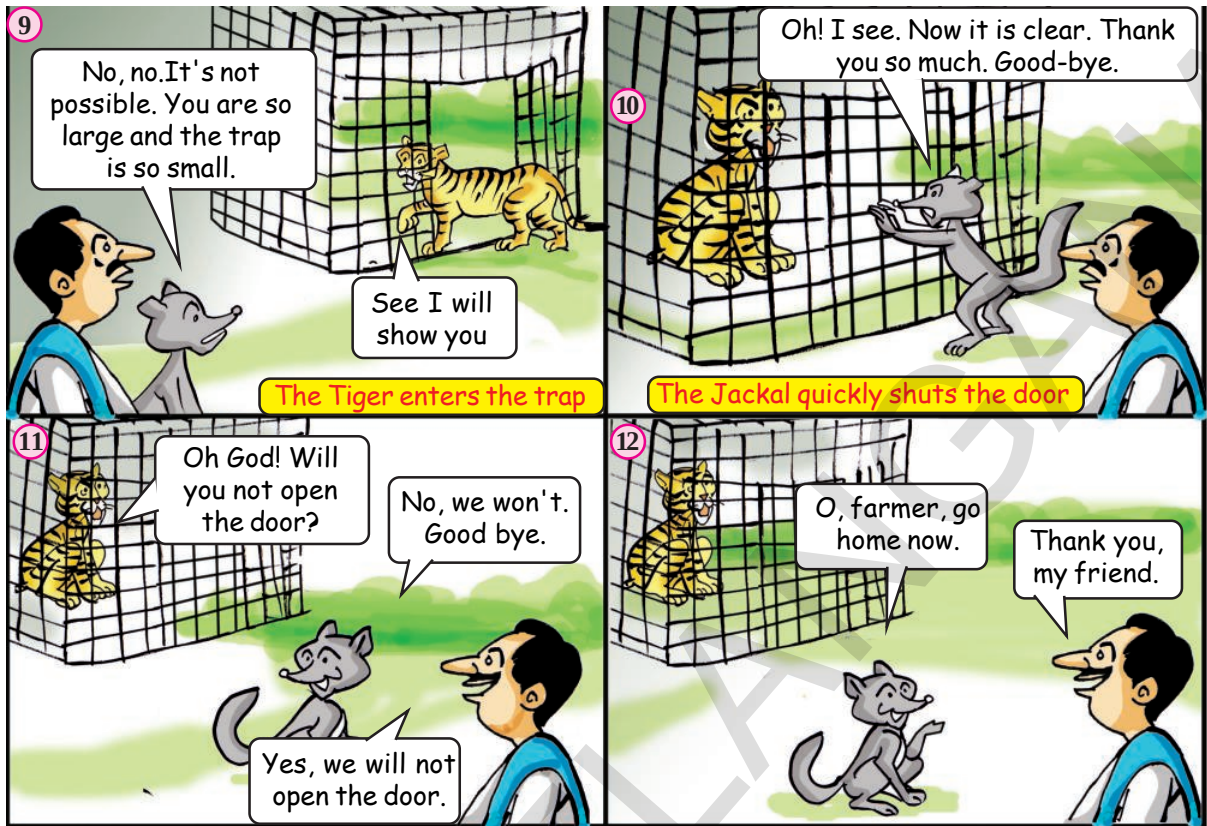
4 No, animals aren't cruel. Man is cruel. Look, a horse is coming. We'll ask the horse.  
Alright.

5 Oh horse, please listen to me. This tiger was in a trap. I opened the door. Now he wants to eat me. Is he not cruel?  
No, Man is really cruel. I'm old. I can't serve my master. He turned me out. So I'm here.

6 O! farmer, the horse also says man is cruel. So, I'll eat you.  
Wait a minute. Look, a jackal is coming. We'll ask him, too.

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

8 My dear tiger, can you explain everything to me again?  
Yes, I'll. This is the trap. I was in it.



## Comprehension

### I. Answer the following questions.

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

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

### III. Complete the following table.

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



### Project Work

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

**How well did I understand this unit?**

Read and tick (✓) in the appropriate box.

| *  | Indicators                                       | Yes | Somewhat | No |
|----|--------------------------------------------------|-----|----------|----|
| 1. | I listened to and understood the listening text. |     |          |    |
| 2. | I read and understood the texts;                 |     |          |    |
|    | a) The Witty Nasruddin                           |     |          |    |
|    | b) The Clever Jackal                             |     |          |    |
| 3. | I talked about the characters.                   |     |          |    |
| 4. | I understood and did the exercises on;           |     |          |    |
|    | a) homophones                                    |     |          |    |
|    | b) degrees of comparison                         |     |          |    |
| 5. | I was able to write;                             |     |          |    |
|    | a) a notice                                      |     |          |    |
|    | b) a story                                       |     |          |    |

## I Was Bad at Cricket

Look at the photograph and answer the following questions.



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

Listen to your teacher and answer the following questions.

(Note : Listening text is in Appendix-1)

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



## **I Was Bad at Cricket**

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

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

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



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



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

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



Dear Jangu,

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

With love,  
Somla.

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

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



## Glossary

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



## Comprehension

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

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

### II. Fill in the blanks with the correct words.

1. BojyanaikThanda is famous for \_\_\_\_\_.  
(cricket/ hockey/ volley ball)
2. Somla was unable to play cricket because he had  
a problem with his \_\_\_\_\_. (hand/ leg/  
eye)
3. Somla was selected for the \_\_\_\_\_ cricket  
team. (Indian/ West Indian/ Australian)



**III. Answer the following questions.**

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



**Vocabulary**

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

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

**II. Write the following words in the order of their appearance in the dictionary.**

|                |             |          |         |          |
|----------------|-------------|----------|---------|----------|
| groaned        | verandah    | watched  | dropped | tease    |
| butter fingers | forward     | lofted   | yelled  | straight |
| hospital       | immediately | consoled | alright | jumped   |
| practiced      | easy        | missed   | nurses  | returned |

|     |  |     |  |
|-----|--|-----|--|
| 1.  |  | 11. |  |
| 2.  |  | 12. |  |
| 3.  |  | 13. |  |
| 4.  |  | 14. |  |
| 5.  |  | 15. |  |
| 6.  |  | 16. |  |
| 7.  |  | 17. |  |
| 8.  |  | 18. |  |
| 9.  |  | 19. |  |
| 10. |  | 20. |  |



## Grammar

### I. Observe the following sentences from the story.

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

The underlined words in the above sentences express expectations, possibility and necessity.

These words are called Modals or Modal verbs.

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

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

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

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

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

**Could** you tell me the way to Post Office?

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

**Could** I talk to your headmaster?

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

Remember, every modal is followed by another verb.

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

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



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

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



## Writing

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

- II. Write about your favourite game. You may include the following points.**

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





## Project Work

**Our Skill Diary : Work in groups and make a list of the different skills that girls and boys in your class have. Skills are what we are able to do.**

**To do anything well, we need intelligence.**

Scientists believe that we have various kinds of intelligence. All intelligence are equally valuable and present in every individual, girls and boys. Some intelligences are better developed than others in each one of us. Here is a list of 9 intelligences.

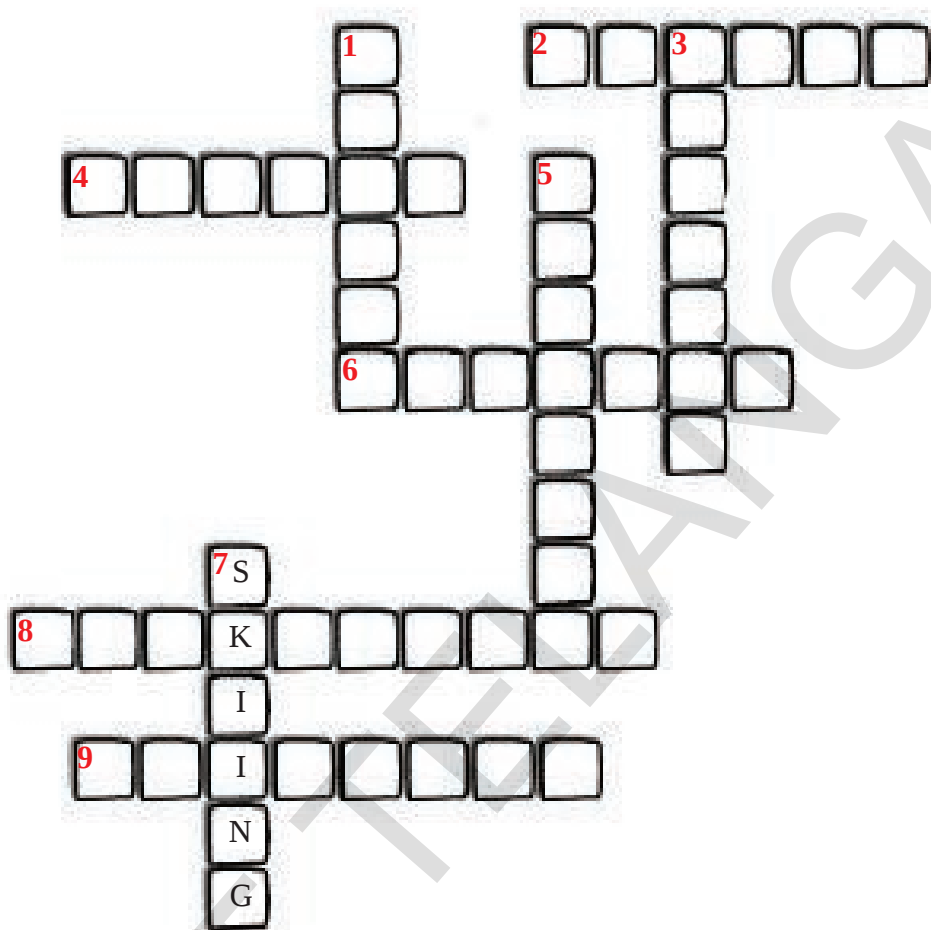
**Tick the intelligences that are well developed in you. Ask your family members to tick the ones that are well developed in them. Is there a difference?**

### Multiple Intelligences

1. Good with words - solving crosswords, writing poems, stories. ( )
2. Good with numbers and science - solving mathematical problems. ( )
3. Good at arrangement and placement of objects - arranging my room.( )
4. Good with dance, acrobatics. ( )
5. Good with music - singing, playing musical instruments. ( )
6. Good with people and making friends. ( )
7. Feeling good about myself. ( )
8. Love for animals, plants. ( )
9. Belief in God, thinking about life and its purpose. ( )

**Girls and boys are capable and equally intelligent and can do whatever task or work they choose to do.**

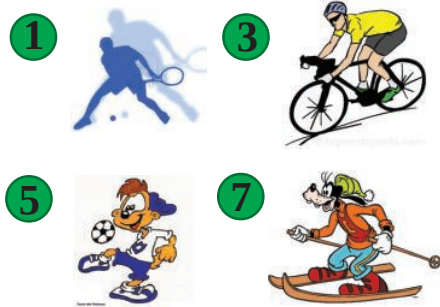
Complete the following crossword using the pictures as clues.



Across →



↓ Down





## B. Reading

Read the following poem.



### Our Legacy

We are a team,  
Of courage and heart.  
Every member,  
Holds a critical part.  
No matter what,  
We shall never quit,  
Tough and determined,  
With plenty of grit.

Now is the time  
For us to excel.  
Forget about past mistakes,  
No point to dwell.  
Only one thing  
Should remain in our mind,  
Victory!  
And how we shall find.



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

Let's go out there,  
And release our fury,  
We won't need a judge,  
Or a jury.

Through our victory,  
Justice shall be served,  
At the end of the day,  
Our legacy,  
Will be forever preserved.

*-Anita*





## Glossary

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



## Comprehension

**Answer the following questions.**

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

## Enrich your English

**Know what these prefixes mean.**

- |          |                  |
|----------|------------------|
| 1. pre   | before           |
| 2. over  | too much         |
| 3. mis   | wrong, incorrect |
| 4. inter | between          |
| 5. dis   | opposite         |
| 6. co    | with, together   |
| 7. re    | again            |
| 8. under | not enough       |



## Fun Time

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

'Can Harsha come out to play?'

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

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



**Take turns and tell jokes to the whole class.**

**How well did I understand this unit?**

**Read and tick (✓) in the appropriate box.**

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

## Will Power

Look at the photograph and answer the following questions.



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

**Now your teacher will tell you the story of a school boy, who did not want to go to school because of his disability. Listen carefully and answer the following questions. (Note : Listening text is in Appendix-1)**

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



## Will Power

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



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



At the age of 17, Stephen started noticing that he was becoming increasingly clumsy and even fell down a couple of times, for no reason. Shortly after his 21<sup>st</sup> birthday, he was taken to hospital and made to undergo a number of tests. He was shocked, when he realized he had an incurable disease, a type of sclerosis, which weakened his muscles. The physicians predicted an early death for him.

He went back to Cambridge and carried on his research. He was not able to make much progress. He

thought that he might not live for long and that his PhD would never be completed. However he finished it.

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



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

He was awarded medals, prizes and twelve honorary degrees. From the life of Stephen Hawking, it is understood that one need not lose hope. His life is an example that disability need not prevent one from reaching great heights. While Stephen William Hawking inspired the whole world with his uncrushable spirit and will power, do you know, who inspired him reach such great heights? He was none other than his Mathematics teacher, Dikran Tahta.



## Glossary

|                                   |   |                                                                                |
|-----------------------------------|---|--------------------------------------------------------------------------------|
| hailed (v)                        | : | praised publicly                                                               |
| sclerosis (n)                     | : | a medical condition in which a part inside the body becomes hard               |
| reputation (n)                    | : | fame, popularity                                                               |
| rely (v)                          | : | depend                                                                         |
| honorary degree:<br>(noun phrase) | : | a degree that is awarded in recognition of one's service to a particular field |



## Comprehension

### I. Answer the following questions.

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

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

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



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

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

**IV. Read the text and complete the table.**

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



## Vocabulary

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

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

### II. Find out the singular/ plural of the following words from the dictionary.

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

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

| Sl.No | Words     | Opposites |
|-------|-----------|-----------|
| 1     | ability   |           |
| 2     | better    |           |
| 3     | decrease  |           |
| 4     | curable   |           |
| 5     | regress   |           |
| 6     | easy      |           |
| 7     | permit    |           |
| 8     | crushable |           |



## Gender of Nouns

Words used for male animals, boys and men are called **masculine gender nouns**.

Example: son, king, brother

Words used for female animals, girls and women are called **feminine gender nouns**.

Example: daughter, queen, sister

Words used for both males and females are called **common gender nouns**.

Example: child, doctor, cousin

Things without life are said to be of neuter gender.

Example: table, fan, car

**Here are a few nouns. Put them in the right columns.**

|         |         |        |         |       |            |
|---------|---------|--------|---------|-------|------------|
| woman   | lion    | spoon  | father  | wife  | milkmaid   |
| hero    | book    | lawyer | student | fox   | television |
| teacher | heroine | peahen | pencil  | actor | baby       |
| husband | singer  | shirt  | bag     |       |            |

| Masculine gender nouns | Feminine gender nouns | Common gender nouns | neuter gender nouns |
|------------------------|-----------------------|---------------------|---------------------|
| 1.                     |                       |                     |                     |
| 2.                     |                       |                     |                     |
| 3.                     |                       |                     |                     |
| 4.                     |                       |                     |                     |
| 5.                     |                       |                     |                     |



## Writing



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

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

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

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

Undoubtedly, I feel that his life is a source of inspiration to every one of us. He was able to do all these only because of his strong will power. Hence, I believe through will power, one can achieve wonders in one's life. Thank you one and all for giving me this opportunity.

### **Answer the following questions.**

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

## Work in groups.

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



## Conventions of Writing

**Use capital letters, full stop (.), comma (,), spelling and inverted commas (“ ”) wherever necessary and rewrite the following sentences.**

Nitin Jagan and Manisha went to the pet store. Nitin bot a big bag food for his dog. Jagan looked at the turtles and sade, i wish I could take one home!

---

---

---

## Enrich your English

**Tongue Twisters - Say these sentences as fast as you can.**

- Sunshines on shop signs.
- Six sick snakes sit by the sea.
- A proper copper coffee pot.
- Sheena leads, Sheila needs.
- Tidy tiger tied a tighter tie to tidy her tiny tail.
- Peter piper picked a peek of pickled peppers.



## B. Reading

Sing the following song.

### We shall Overcome

We shall overcome, we shall overcome.

We shall overcome some day.

Oh, deep in my heart I do believe

That we shall overcome some day.

We'll walk hand in hand,

We'll walk hand in hand,

We'll walk hand in hand, some day.

Oh, deep in my heart I do believe

That we shall overcome some day.

We are not afraid, we are not afraid,

We are not afraid today.

Oh, deep in my heart I do believe

That we shall overcome some day.

We shall overcome, we shall overcome

We shall overcome some day

Oh, deep in my heart I do believe

That we shall overcome some day.

*-Martin Luther King*





## Comprehension

Answer the following.

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



## Project Work

Group work.

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



How well did I understand this unit?

Read and tick (✓) in the appropriate box.

| *  | Indicators                                               | Yes | Somewhat | No |
|----|----------------------------------------------------------|-----|----------|----|
| 1. | I listened to and understood the listening text.         |     |          |    |
| 2. | I read and understood the text;                          |     |          |    |
|    | a) Will Power                                            |     |          |    |
| 3. | I talked about Hawking.                                  |     |          |    |
| 4. | I understood and did the exercises on 'genders'.         |     |          |    |
| 5. | I understood and recited the poem, 'We shall over come'. |     |          |    |

# Appendix I

## Texts for Listening

### Unit 1

#### Let's Be Friends

Ding ..... Dong ..... Ding .....

The school bell rang.

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

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

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

They saw Raghu walking towards the class rubbing his arm.

His eyes brimmed with tears.

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

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

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

'Hari pinched me!'

'Oh! he is really bad.' said Swapna rubbing her nose.

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

The children went back to their seats.

- Anonymous

### Unit 2

#### Karate Kitten

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

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

Kiran ran towards Rohit.

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

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

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

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

'What happened to your father?'

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

‘Has he met with an accident!’ exclaimed Kiran.  
‘No, it’s not an accident, it’s only an incident,’ replied Rohit.  
‘Our new pet Kitten is the cause.’  
‘What! A kitten is the cause of the injury!’  
‘Yes, it’s a long story.’  
‘Tell me quickly. It’s already late.’  
‘No, I’ll tell you tomorrow. I should go home. My father may be waiting for me.’  
‘Alright. Bye, Rohit.’  
‘Bye Kiran’  
Both of them left the park.

### Unit 3

## Together We Live

Gopanna returned home tired and sat in the varandah.

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

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

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

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

Gopanna leaned against the wall and closed his eyes.

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

Sita brought a half-filled pot.

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

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

‘Nowadays life has become miserable.

No rains, no water, no cultivation...

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

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

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

## Unit 4

### A Big Surprise

Lalitha came from the school.

She put her school bag in the cupboard.

Her mother was busy in the kitchen.

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

'In the garden,' replied her mother.

Lalitha ran to the garden.

'Oh! *Nanna*, you are here.'

'Yes dear come on!'

'Nanna, why are you digging the soil?'

'I want to sow some seeds,' replied her father.

'Great! What seeds will you sow now?'

'Um... brinjal, lady's finger, beans, many other seeds'

'Oh! *Nanna*, I like tomatoes. Do you have tomato seeds also?'

'Yes, I know you like tomatoes. So I've brought them more.'

'*Nanna*, *Nanna*, please give me tomato seeds, I'll sow them.'

'Sure, why not?'

'But *Nanna*, when will tomatoes grow?' asked Lalitha.

'Wait, wait! First sow tomato seeds here.'

'Then!' said Lalitha.

'Pour water regularly.'

'Then!'

'The seeds will grow into plants.'

'Next!'

'In a few months you'll see many tomatoes in our garden.'

'Wonderful, *Nanna*! Then I'll have tomato curry, tomato pickle, tomato soup...' clapped Lalitha.

## Unit 5

### The Food We Eat

‘Harsha! Chitra! Wake up. It’s already half past seven, we are getting late,’ shouted Dr. Aruna.

‘Just five minutes, mom, please...’

‘No, there is no time for us. Breakfast is ready and I am waiting at the table. Hurry up children! Let’s have our breakfast.’

‘Mom! What have you prepared for breakfast today?’

‘Idli and a glass of milk with millets in it.’

‘Oh! No, mom, I don’t want to eat those big white tablets and that raagi malt,’ said Chitra.

‘Why no? It’s good for health and moreover I don’t have time to prepare anything else, dear.’

‘But, why?’

‘Well, today I have to attend an important school programme. I’m in a hurry.’

‘What? A school function?’

‘Yes, I am supposed to give a speech today at Govt. Primary School Gopalapatnam. No more questions dear, get ready soon. It’s already 8 o’clock.’

## Unit 6

### The Witty Nasruddin

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

1. ‘How old are you Nasruddin?’

‘Forty!’

‘But you said the same last time I asked you, two years ago.’

‘Yes, I always stand by what I have said!’

2. One day Nasruddin was addressing the community.

‘Dear community, I cannot remember anything to tell you,’ he said.

His son, a clever boy sitting under the chair, stood up and said, ‘If you cannot remember what to tell us, can’t you remember how to get down from that place?’

3. One day Nasruddin asked a wealthy man for some money.

‘What do you want it for?’

‘To buy an elephant.’

‘If you have no money you will not be able to maintain an elephant.’

‘I asked for money, not advice.’

## Unit 7

### I Was Bad at Cricket

I walked slowly to the crease.

My pads and helmet were too big for me.

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

This was my first big game.

I took a deep breath.

I didn’t look at any one.

All I saw was the ball.

The first ball was right on the middle stump.

I didn’t swing the bat very hard.

I simply let the ball hit the bat.

There was no need for anyone to run.

The ball crossed the fence.

Four runs!

The spectators cheered up and clapped.

I made my fast bowlers look like slow bowlers.

Every strike of mine was a six or a four.

I made my first century. Our team won the match.

## Unit 8

### Will Power

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

‘What happened Rahul?’ asked his father.

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

Rahul’s father sat beside him.

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

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

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

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

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

‘No, I haven’t.’

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

## Appendix II

### About the Textbook

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

#### Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expression (Oral and Written Discourses)

The children should listen to, read and construct the following discourses both orally and in the written form.

1. Descriptions (objects, persons and places, experiences)
2. Conversations with at least four exchanges related to the context given.
3. Stories / Narrative containing events and dialogues
4. Rhymes / songs
5. Diary
6. Slogans
7. Posters/notice/invitation
8. Letter
9. Skit/drama
10. Essay

This textbook contains eight theme based units which are within the experiential orbit of the children. Each unit has a listening passage and two reading texts (A) and (B) along with textual exercises covering vocabulary, grammar, writing, project work etc.

#### Assessment

There are two types of assessments.

1. Formative assessment
2. Summative assessment.

## Formative assessment

Formative assessment is done four times in an academic year based on four tools given below.

1. Observation
2. Notebooks
3. Project work
4. Slip tests.

Formative Assessment is conducted for 50 marks, out of which observation, notebooks and project work are allotted 10 marks each and 20 marks for slip test.

Teacher has to assess the performance of the learners during each term. This is not a single day activity; it is a cumulative account of what has happened on a day-to-day class room transaction.

### Criteria for awarding marks under each tool:

**Observation:** The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension, oral discourses and their indicators should be considered while awarding marks.

**Notebooks:** The written performance of children related to conventions of writing, vocabulary, grammar, written discourses and the indicators written should be considered while awarding marks.

**Projects:** The oral and written performance of children which cover all academic standards should be considered while awarding marks in various stages i.e., planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

**Slip Test:** This test should be conducted without giving any prior notice to children. This test should cover any two / four targeted discourses in each formative assessment. This way all the targeted discourses should be covered. This practice will help children in attempting the written discourses in Summative Tests.

The following are the evidences for awarding marks:

- Teacher's unit cum period plans that reflect children's oral performance.
- Scripts of Slip Test.

## Summative Assessment

In an academic year two summative assessments are to be conducted for 50 marks covering all the academic standards. Out of these, 10 marks are allotted for oral test and 40 marks are allotted for written test.



## Common Prefixes and their meaning

| Prefix | Meaning                               | Examples                  |
|--------|---------------------------------------|---------------------------|
| acro-  | high or top                           | acrobat                   |
| amphi- | both, on two sides                    | amphibian, amphitheater,  |
| anti-  | against                               | antibody, antisocial      |
| auto-  | self                                  | autobiography, automobile |
| bi-    | two                                   | biannual, bicycle         |
| dis-   | the opposite                          | disagree, disloyal        |
| bio-   | life                                  | biology, biography        |
| co-    | with, joint                           | cooperation, co-worker    |
| eco-   | relating to economy<br>or environment | ecology or economics      |
| epi-   | above, upon,<br>in addition           | epicenter, episode        |
| fore-  | before                                | forecast, forerunner      |
| il-    | not                                   | illegal, illogical        |
| im-    | not, without                          | impossible, improper      |
| in-    | not                                   | inaction, invisible       |
| ir-    | not                                   | irregular, irrelevant     |
| over-  | excessive                             | overcrowded, overeat      |
| poly-  | many                                  | polytechnic, polygon      |
| pre-   | before                                | prefix, premature         |
| post-  | after                                 | postpone, postoperation   |
| pro-   | for, before, forward                  | proactive, proallergic    |
| re-    | again or back                         | react, rearrange          |
| sub-   | under                                 | subway, submarine         |
| un-    | not, against                          | unable, unequal           |

## Compound Words

lifetime  
cannot  
moonlight  
anybody  
butterflies  
something  
inside  
themselves  
underground  
hometown  
whatever  
headquarters  
spokesperson  
commonplace  
supermarket  
somebody  
anymore  
supermen  
someday  
anyplace  
bookmark  
somehow  
anytime  
backlog  
fortnight  
lifeline  
forehand  
someone  
anyway  
honeycomb  
keynote  
lifeboat  
lifelong  
forehead  
onetime  
backside  
anywhere

textbook  
anyhow  
backdrop  
underachieve  
however  
backache  
underestimate  
eyesight  
background  
daytime  
deadline  
daybreak  
update  
upgrade  
standby  
blackmail  
upkeep  
daydream  
upcoming  
upload  
newspaper  
fishpond  
grandchild  
grandmaster  
cardboard  
caretaker  
watershed  
buttermilk  
notebook  
overflow  
passbook  
candlelight  
sweetheart  
foothill  
skyscraper  
aircraft  
software

earthworm  
foresight  
handbook  
headline  
raincoat  
whatsoever  
ponytail  
brainwash  
spacewalk  
horsefly  
stoplight  
comeback  
takeoff  
teaspoon  
newsprint  
timetable  
wheelchair  
tablespoon  
teapot  
warmblooded  
goodbye  
goodnight  
washout  
deadend  
graveyard  
motorcycle  
matchbox  
limelight  
sunglasses  
haircut  
upscale  
foremost  
newborn  
elsewhere  
baseball  
football  
weatherman  
watchman

## General Service List - Common Words of English

### 401 to 700 Words

|                 |                 |                 |                |
|-----------------|-----------------|-----------------|----------------|
| 401. agree      | 426. political  | 451. success    | 476. picture   |
| 402. arm        | 427. learn      | 452. minute     | 477. hard      |
| 403. mother     | 428. voice      | 453. remember   | 478. front     |
| 404. across     | 429. air        | 454. purpose    | 479. lie       |
| 405. quite      | 430. together   | 455. test       | 480. modern    |
| 406. anything   | 431. shall      | 456. fight      | 481. dark      |
| 407. town       | 432. cover      | 457. watch      | 482. surface   |
| 408. past       | 433. common     | 458. situation  | 483. rule      |
| 409. view       | 434. subject    | 459. south      | 484. regard    |
| 410. society    | 435. draw       | 460. ago        | 485. dance     |
| 411. manage     | 436. short      | 461. difference | 486. peace     |
| 412. answer     | 437. wife       | 462. stage      | 487. observe   |
| 413. break      | 438. treat      | 463. father     | 488. future    |
| 414. organize   | 439. limit      | 464. table      | 489. wall      |
| 415. half       | 440. road       | 465. rest       | 490. farm      |
| 416. fire       | 441. letter     | 466. bear       | 491. claim     |
| 417. lose       | 442. color      | 467. entire     | 492. firm      |
| 418. money      | 443. behind     | 468. market     | 493. operation |
| 419. stop       | 444. produce    | 469. prepare    | 494. further   |
| 420. actual     | 445. send       | 470. explain    | 495. pressure  |
| 421. already    | 446. term       | 471. offer      | 496. property  |
| 422. effort     | 447. total      | 472. plant      | 497. morning   |
| 423. wait       | 448. university | 473. charge     | 498. amount    |
| 424. department | 449. rise       | 474. ground     | 499. top       |
| 425. able       | 450. century    | 475. west       | 500. outside   |

|                  |                |                |                 |
|------------------|----------------|----------------|-----------------|
| 501. piece       | 526. paper     | 551. north     | 576. mark       |
| 502. sometimes   | 527. space     | 552. suggest   | 577. single     |
| 503. beauty      | 528. apply     | 553. station   | 578. press      |
| 504. trade       | 529. decide    | 554. effective | 579. heavy      |
| 505. fear        | 530. share     | 555. food      | 580. attempt    |
| 506. demand      | 531. desire    | 556. deep      | 581. origin     |
| 507. wonder      | 532. spend     | 557. wide      | 582. standard   |
| 508. list        | 533. sign      | 558. alone     | 583. everything |
| 509. accept      | 534. therefore | 559. character | 584. committee  |
| 510. judge       | 535. various   | 560. english   | 585. moral      |
| 511. paint       | 536. visit     | 561. happy     | 586. black      |
| 512. mile        | 537. supply    | 562. critic    | 587. red        |
| 513. soon        | 538. officer   | 563. unit      | 588. bad        |
| 514. responsible | 539. doubt     | 564. product   | 589. earth      |
| 515. allow       | 540. private   | 565. respect   | 590. accord     |
| 516. secretary   | 541. immediate | 566. drop      | 591. else       |
| 517. heart       | 542. wish      | 567. nor       | 592. mere       |
| 518. union       | 543. contain   | 568. fill      | 593. die        |
| 519. slow        | 544. feed      | 569. cold      | 594. remark     |
| 520. island      | 545. raise     | 570. represent | 595. basis      |
| 521. enter       | 546. describe  | 571. sudden    | 596. except     |
| 522. drink       | 547. ready     | 572. basic     | 597. equal      |
| 523. story       | 548. horse     | 573. kill      | 598. east       |
| 524. experiment  | 549. son       | 574. fine      | 599. event      |
| 525. stay        | 550. exist     | 575. trouble   | 600. employ     |

|                |                  |                    |                  |
|----------------|------------------|--------------------|------------------|
| 601. defence   | 626. square      | 651. lack          | 676. hit         |
| 602. smile     | 627. vote        | 652. hair          | 677. tree        |
| 603. river     | 628. price       | 653. science       | 678. race        |
| 604. improve   | 629. district    | 654. relation      | 679. police      |
| 605. game      | 630. dead        | 655. profession    | 680. touch       |
| 606. detail    | 631. foreign     | 656. pattern       | 681. relative    |
| 607. account   | 632. window      | 657. quick         | 682. throw       |
| 608. cent      | 633. beyond      | 658. medical       | 683. quality     |
| 609. sort      | 634. direction   | 659. influence     | 684. former      |
| 610. reduce    | 635. strike      | 660. occasion      | 685. pull        |
| 611. club      | 636. instead     | 661. machine       | 686. chance      |
| 612. buy       | 637. trial       | 662. compare       | 687. prove       |
| 613. attention | 638. practice    | 663. husband       | 688. argue       |
| 614. ship      | 639. catch       | 664. blue          | 689. settle      |
| 615. decision  | 640. opportunity | 665. international | 690. growth      |
| 616. wear      | 641. likely      | 666. fair          | 691. date        |
| 617. inside    | 642. recognize   | 667. especially    | 692. heat        |
| 618. win       | 643. permit      | 668. indeed        | 693. save        |
| 619. suppose   | 644. serious     | 669. imagine       | 694. performance |
| 620. ride      | 645. attack      | 670. surprise      | 695. count       |
| 621. operate   | 646. floor       | 671. average       | 696. production  |
| 622. realize   | 647. association | 672. official      | 697. listen      |
| 623. sale      | 648. spring      | 673. temperature   | 698. main        |
| 624. choose    | 649. lot         | 674. difficult     | 699. pick        |
| 625. park      | 650. stock       | 675. sing          | 700. size        |