



BLOSSOMS 5

ENGLISH READER

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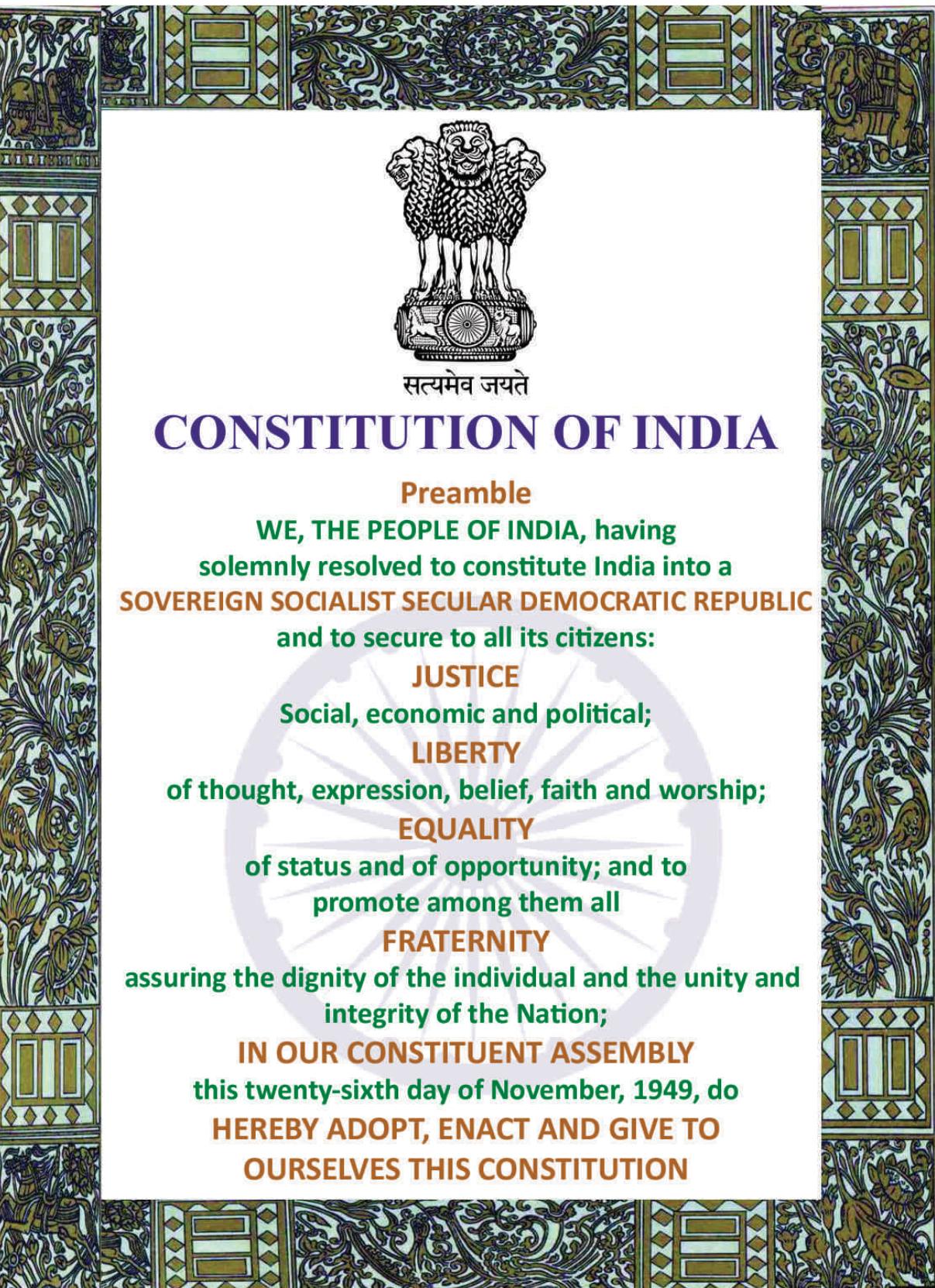


FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

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

- Constitution of India,
Part IV A (Article 51 A)



Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

BLOSSOMS - 5

English Reader

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the academic year.

In this textbook, the lessons begin with a Pre-Reading to keep the children active and lively, followed by Reading, Vocabulary, Grammar, Writing and Poem. The listening, speaking, reading and writing are evenly focused along with the Language games for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri.Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Sri Botcha Satyanarayana, Honourable Minister of Education , Govt. of Andhra Pradesh for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Special Chief Secretary, School Education, Sri. S. Suresh Kumar, IAS, Commissioner of School Education & State Project Director, SS, Smt. Vetriselvi.K, IAS, Special Officer, English Medium Project for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curricula from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan, Haryana and Chhattisgarh in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

Dr. B. Pratap Reddy
Director
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In this book

Pre-Reading



- Leads learners into the lesson with attractive pictures.
- Motivates learners and encourages interactive learning.
- Creates a learner friendly environment.

Reading



- Texts belong to a rich variety of genres and themes from Indian and International stories.
- Each reading text is followed by comprehension 'Wh-' as well as objective type questions.

Vocabulary



- Enriches the learners' language.
- Makes them identify various words and use in day to day communication.

Grammar



- Builds language proficiency and enables the learners to use in different contexts in their real life.

Writing



- Helps to develop conventions, imaginative and critical thinking abilities and express themselves creatively.

Listening & Responding



- Focus on honing oral and aural skills through listening comprehension, group discussions and role plays.

Sing & Enjoy!



- Recognise poetry from a variety of cultures.
- Understand and appreciate poetry as a literary art form.

Language Game



- Promotes and reinforces language functions in play way method.

Project Work



- Gives scope for learning by doing and encourages the learners to participate in team work.

All the academic standards have received specific attention in this textbook.

Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

*Tava Subha name jage, tave subha asisa 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.

ENGLISH

Class - V

Unit	Lesson	Month	Page No.
1.	Mallika Goes to School!	June-July	1 - 18
2.	My Sweet Memories	August	19 - 35
3.	The Necklace	September	36 - 50
4.	Kalam with Children	October	51 - 69
5.	The Wondrous Women	November	70 - 84
6.	The Wise Judgement	December	85 - 99
7.	Kabaddi... Kabaddi... Kabaddi...	January	100 - 115
8.	A Birthday Letter	February	116 - 132
	Revision	March	
	Revision	April	



Teacher Corner



Student Corner

Learning Outcomes

Mallika Goes to School

Children will be able to:

- Read and comprehend the reading text.
- Identify the contextualized meanings and learn about compound words.
- Understand and use collective nouns.
- Understand and use the structure – Simple Present.
- Prepare posters in groups.
- Write a leave application.
- Listen and respond to the role play with their partner.
- Respond orally to the situations provided.
- Listen and respond to the given conversation.
- Participate in the language game.

My Sweet Memories

Children will be able to:

- Read and comprehend the reading text.
- Learn antonyms and new vocabulary related to ‘village’ and farming tools.
- Understand and use the concept of Indefinite Pronouns.
- Understand and use the concept of simple past – negative sentences.
- Learn and use the modal auxiliary ‘may’ in the possible context.
- Write a diary entry in their own sentences.
- Write a paragraph on a given topic, using verbal clues.
- Listen, recite and comprehend a poem.
- Listen and respond to the given conversation.
- Enable to do the project work.

The Necklace

Children will be able to:

- Read and comprehend the reading text and respond.
- Refer to the dictionary and find out the meanings of the unknown vocabulary.
- Differentiate among gerunds, participles and adjectives which are in the form of the verb with 'ing'.
- Understand and use the order of adjectives in their day to day situations.
- Understand and use the 'wh' questions in their daily conversations.
- Express agreement or disagreement with the opinions using some phrases in their daily life.
- Dramatize the story.
- Listen and respond to the story.
- Tell and write a short story with pictorial and verbal hints.
- Participate in the language game, 'Fishing for adjectives'.

Kalam with Children

Children will be able to:

- Read and enjoy simple interviews by understanding the main ideas present in the reading text.
- Read and understand the unfamiliar words such as bliss fortune, disaster etc., and their synonyms.
- Solve crossword puzzles of antonyms.
- Identify and learn about prepositions of movement.

- Compare between simple present and simple past.
- Use punctuation marks: comma (,) and quotation marks (“....”).
- Read and understand a newspaper article.
- Conduct short interviews. Interviewing grandfather, gardener etc.
- Read and recite the poem ‘Paper Boats’ by Tagore.

The Wondrous Women

Children will be able to:

- Read and comprehend the reading text.
- Refer to the dictionary for often misspelt words, and learn the use of vocabulary.
- Understand and use the modal auxiliaries ('can', 'could', 'can't' and 'couldn't') in different expressions.
- Speak on some situations provided.
- Develop speech with verbal clues.
- Listen and respond to the stated plans.
- Able to express apology.
- Participate in the language game ‘Pick and Say’.

The Wise Judgement

Children will be able to:

- Read the lesson and comprehend the stated facts.
- Confident in using homophones and identifying their meanings.
- Identify and use different forms of ‘be’.
- Get the knowledge of the subject-verb agreement.
- Get clarity on future negative sentences.
- Write a notice board.
- Write a paragraph using verbal clues.
- Listen and respond to the given situations.
- Develop a conversation.
- Sing and comprehend Vemana poems.

Kabaddi... Kabaddi... Kabaddi...

Children will be able to:

- Read and comprehend the reading text.
- Learn synonyms and suffix words.
- Learn about linkers and adverbs of manner.
- Write about their favourite game.
- Learn how to write e-mails.
- Express about future plans.
- Play language game effectively.

A Birthday Letter

Children will be able to:

- Read and comprehend the reading text.
- Comprehend the reading text by answering the given questions.
- Understand the concept of antonyms and their usage.
- Read, write and pronounce the silent letter words.
- Use the question mark to the interrogative sentences.
- Understand and use adverbs of frequency.
- Write an informal letter and a short biography.
- Sing and enjoy the poem with proper tune and action.
- Prepare greeting cards and exhibit their project work.

Mallika Goes to School!



Pre-Reading

Look at the picture and answer the following questions.



Activity 1

1. What do you see in the picture?
2. Do the children in the picture seem to be happy? Why?
3. Why couldn't the little girl in the picture go to school?
4. How would you feel, if you have never been to school?





Reading

Mallika Goes to School!



Today is a very special day for Mallika. She was so excited that she couldn't sleep after **dawn**. She **eagerly** looked out of the window. The newly paved road seemed to be welcoming her. This is the day Mallika has been waiting for! Do you know, why? It's neither a festival nor her birthday. Today is going to be Mallika's first day at school. The school is not faraway from her home. But she has to come down the main road from the hill to reach there.

Her family resides on the foothills of Nallamala forest. The way to the school is narrow, rocky and uneven. Her little brother, Nandu walks down the rocky path to school along with other children of the neighbourhood. But Mallika couldn't, as she was differently-abled.

Right from her childhood, Mallika couldn't walk. As she was growing older, she found that she could not do things like other children. "Don't worry! You can weave a variety of cane baskets faster than anyone else. You can paint beautiful pictures. You have magic in your hands." Her *Naana* always **consoled** her. There was a celebration, when *Amma*

brought a wheelchair home. Everyone in the family was excited that Mallika could wheel at least around the house.



One morning, while Mallika was painting the scene of the sunrise, Ranga, her neighbour, came to her. He was **astonished** to see her skill in painting.

"Would you like to come to school?" he asked.



"I have never been to school. The path to the school is too uneven and rocky for me to get down. Moreover, *Naana* can't carry me all the way to school everyday," replied Mallika sadly.

"But would you like to come to school if possible?" he **insisted**.

"Of course, I dream to go to school like everyone else."

I too want to make friends, play games, wear a uniform and learn new things.” Tears rolled down from her eyes, as she spoke.

Ranga consoled her and went straight to meet the school headmaster. Explaining Mallika’s situation he said, “She uses a wheelchair to move around but cannot reach school. I wish if we could all get together and level the path for Mallika.”

“That’s a very good idea, Ranga! Children have the right to get education. That includes Mallika as well,” said the headmaster **patting** him on the back.

The next day he assembled the Parents’ Committee and discussed the same. They made a plan so that Mallika could bring her wheelchair to school. For this, the uneven road had to be levelled.

Two days later, there was a great excitement at the school. It was Saturday- ‘a No Bag Day’. The teachers along with the students picked up all the stones and pulled out all the **weeds** using spades and hoes. The village *Panchayat* contributed by laying a good road. Everyone wanted Mallika to come to school.



All the children were happy. But the happiest of all was Mallika. She gave the headmaster a **bouquet**. Her parents thanked everyone with *Raagi laddoos*.

The path to the school is now ready. “I never dreamt I would see a day like this,” Mallika **wiped** her tears in excitement.



However difficult life may seem, there is always something you can do and succeed at.

- Stephen Hawking

Glossary

dawn	:	early morning before sunrise
eagerly	:	showing a lot of interest
uneven	:	not even, not flat, unlevel
console	:	to comfort someone at the time of grief
astonished	:	more surprised
insisted	:	demanded continuously
patting	:	tapping with hand in appreciation
weeds	:	unwanted plants
bouquet	:	a bunch of flowers
wiped	:	removed

Activity 2

I. Answer the following questions.

1. What has Mallika been waiting for?
2. Where did Mallika’s family reside? Why was it difficult for Mallika to reach school?
3. How was Mallika different from others?
4. What astonished Ranga very much?
5. How did Ranga help Mallika? What does this tell us about him?

Comprehension



II. Fill in the blanks with the suitable words given in the hint box.

education excited weave narrow wheelchair

1. Mallika was so _____ that she couldn't sleep after dawn.
2. The way to the school is _____, rocky and uneven.
3. Mallika can _____ a variety of cane baskets.
4. Mallika uses a _____ to move around.
5. Children have the right to get _____.



Activity 3

Vocabulary



Choose the meaning of the underlined word in the given context. One has been done for you.

e.g. She **eagerly** looked out of the window. (c)

- a) rarely b) lazily c) heartily

The underlined word **eagerly** means, '**heartily**' in the context. Now, find out the contextualized meanings of the underlined words choosing from the given words. Your teacher will support you.

1. She was so **excited** that she couldn't sleep after dawn. ()
a) very happy b) very angry c) very calm
2. The way to the school is **narrow**, rocky and uneven. ()
a) wide b) not wide c) broad
3. Her *Naana* always **consoled** her. ()
a) comforted b) scolded c) hated
4. "But, would you like to come to school if possible?" he **insisted**. ()
a) maintained firmly b) asked c) enquired

5. The next day, he **assembled** the Parents' Committee. ()
a) dispersed b) went c) brought together
6. The village *Panchayat* **contributed** by laying a good road. ()
a) wanted b) assisted c) liked
7. I never **dreamt** I would see a day like this. ()
a) imagined b) slept c) saw

Activity 4

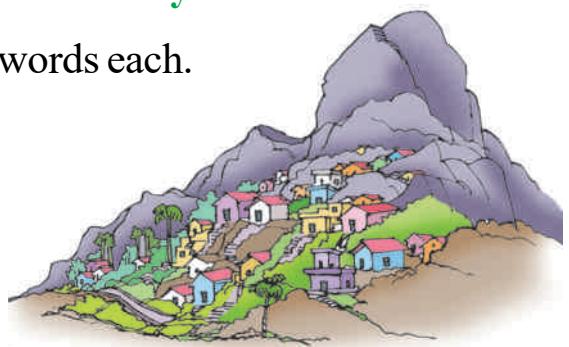
Observe the underlined words in the given sentences.

- Her family resides on the **foothills** of Nallamala forest.
- You can weave a variety of cane baskets faster than **anyone** else.

The words **foothills** and **anyone** have two words each.

- foothills = foot + hills
- anyone = any + one

Let's see some more examples in the given box.



- sun + flower = sunflower
- news + paper = newspaper
- black + board = blackboard
- rain + bow = rainbow
- hand + bag = handbag

Such a combination of two or more words to form a new word is known as a **Compound Word**.

I. Let's identify and underline the compound words in the given sentences.

1. I have many books on my bookshelf.
2. The firemen put out the fire.
3. We wear a raincoat in the rainy season.
4. I got sunglasses as my birthday gift.
5. It is very important to have breakfast in the morning.



II. Now, read the lesson again and write down any five compound words:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Compound words are written:

- ◆ As one word with no hyphen.
e.g. classroom, anyone
- ◆ As hyphenated words.
e.g. mother-in-law, ready-made
- ◆ As separated words.
e.g. high school, no one.

Activity 5

Read the following sentences.

- ◆ The next day the headmaster assembled the Parents' **Committee**.
- ◆ Mallika gave the headmaster a **bouquet**.

The underlined words in the above expressions are nouns, which identify a group of people and a group of things. These are called **collective nouns**.

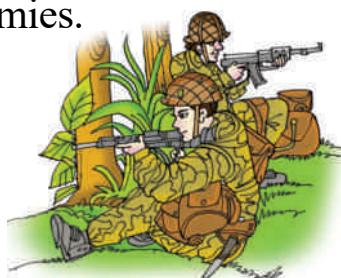
Grammar



A collective noun is a word that refers to a group.

Identify and underline the collective nouns in the following sentences.

1. The army of soldiers is trained to battle against the enemies.
2. The troop is headed towards the battle field.
3. The battalion had only a loaf of bread to eat.
4. A tribe of natives fed them with their tubers.



5. They stayed in the forest of trees.
6. The flock of birds flew over the colony.
7. The habitants grazed their cattle in the plains.
8. The swarm of bees attacked the herders.
9. The military saved them from the bees.
10. A little girl thanked them with bouquets.



Activity 6

Read the following sentences:

- ◆ Mallika's family **resides** on the foothills of Nallamala.
- ◆ I **wear** a uniform.

The underlined words are action words (verbs). The above sentences are talking about the present situation and situations that happen in general. These sentences are in the **Simple Present** form.

Some more examples:

- ◆ I **read** a lot. He **reads** a lot.
- ◆ She **likes** ice creams. Her friends **like** cakes.

What did you notice in the above sentences?

The underlined action words (verbs) sometimes take an '-s' and sometimes don't. Look at the table given below to understand this:

I		
You	drink	
We	read	milk.
They		
He	drinks	English.
She		
It	reads	
Ranga		

I. Fill in the blanks with the correct verb forms:

1. Mallika _____ beautiful pictures. (paint)
2. Her parents always _____ her. (console)
3. Ranga _____ Mallika to reach school. (help)
4. I _____ my homework after school hours. (do)
5. We _____ after completion of our homework. (play)



Sometimes, we express as:

- * **I don't do** my homework after my school hours.
- * **He doesn't play** before completion of his homework.



What do you notice? The underlined words ‘don't do’ and ‘doesn't play’ give negative meanings. Look at the table given below.

I		
You		
We	don't	
They		
He		cheat others.
She	doesn't	
It		
Mallika		

II. Now, fill in the blanks with ‘don't’ or ‘doesn't’.

1. My friend _____ speak Urdu.
2. My father _____ go to market.
3. Our dog _____ eat meat.
4. I _____ use a mobile phone.
5. We _____ like junk food.





Conventions of Writing

Read the sentences and observe the underlined words:

- * **It's** neither a festival nor her birthday.
- * Today is going to be **Mallika's** first day at school.

Observe the highlighted APOSTROPHE (') in different words.

- * In the first sentence, the APOSTROPHE (') is used to contract words.

e.g. It's = It is

- * In the second sentence the APOSTROPHE (') is used to show the possession.

e.g. Mallika's first day = the first day of Mallika

- a) When we contract the words, we say...

It is mine = **it's** mine; she is = **she's**;
we are = **we're**; she has = **she's**

It is a cat.

It's licking **its** tail.



- b) Possession in plurals:

We use an apostrophe (') after the words if it is a plural word.

e.g. The high school of boys = Boys' High School

The school of girls = Girls' school

- c) Irregular plural nouns:

For plural nouns like children, people, men, women etc., the apostrophe mark (') comes after the word itself followed by 's'.

children's books; people's decision; men's wear.

NOTE: Don't use APOSTROPHE with

pronouns like
'yours', 'hers',
'theirs', 'its'.

For e.g. The tail of
the cat is black in
colour. Here we
should say...

It's black in colour.

d) Singular nouns ending with 's':

* In the case of a singular noun that ends with 's', (possessive 's') is used after the word.

e.g. orders of the boss = boss's orders.

*In the case of a proper noun, there is a choice

The story of Jesus = ***Jesus' story / Jesus's story***

The poetry of Keats = ***Keats' poetry / Keats's poetry***

Activity 7

I. Choose and put the apostrophe (') in an appropriate place to abridge the expression and say aloud. One has been done for you.

Can't	I've	I'll	We're	Let's
You're	I'd	That's	Don't	Couldn't

e.g. I would = I'd

- | | | |
|--------------------|-------------------|----------------------|
| 1. You are = _____ | 2. Let us = _____ | 3. Do not = _____ |
| 4. I will = _____ | 5. Cannot = _____ | 6. Could not = _____ |
| 7. We are = _____ | 8. I have = _____ | 9. That is = _____ |

II. Now, use an apostrophe at the right place in the given sentences:

1. My friends bat is broken.
2. Its handle is broken into pieces.
3. So, were going to play kabaddi.
4. Its a short walk from my school to the playground.
5. There is a signboard at the entrance reading, 'Childrens Playground'.



Activity 8**Preparation of a Poster****Writing**

Observe the following poster.

Admissions are open for 2020

Mandal Parishad Primary School
Diguvametta

Knowledge is Power
Enroll Now



WE PROVIDE

- Free Education
- Free Uniforms
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Class - 5 English Reader

I. Now, answer the following questions:

1. What is the heading of the poster?

Ans: _____

2. Mention the free schemes provided in the school.

Ans: _____

3. What is the purpose of the poster?

Ans: _____

4. What did the school assure?

Ans: _____

5. What are the facilities provided in the school?

Ans: _____

II. Now, work in groups. Prepare a poster on '**Hand Wash Programme**'.

The following hints are helpful in writing your poster.

Instructions:

- * The poster should contain short sentences / phrases.
- * An eye catchy layout.
- * A catchy slogan.
- * Attention grabbing pictures.
- * A final message and addresser.

Hints for you:

Handwash day: 15 October - wet hands - apply soap - wash 20 seconds - rinse well - dry with towel.

Slogan : Clean hands are safe hands.

Addresser :

Activity 9

Writing



Once, Mallika's brother Nandu got a fever and wrote a leave letter to his class teacher. Here it is...

Leave Letter

20.07.2020,

Diguvametta.

To
The Class Teacher,
IV Class,
M. P. P. School, Diguvametta.

Sir,

As I am suffering from fever, I am unable to attend school for two days. Kindly, grant me leave from 20.07.2020 to 21.07.2020.

Thanking you.

Yours obediently,

Nandu

Roll No: 12, IV Class

Now, write a letter to your class teacher, asking for leave for one day, as you have to attend a marriage function.

A letter applying for leave

To

The,

.....school,

.....

As,

I can't

Kindly today.

Thanking you.

.....,

.....



Activity 10**Listening and Responding**

Read out the conversation and enact the role play.

Ranga : Hi, Malli! How are you?

Mallika : Hello, Ranga! I'm fine.
How about you?

Ranga : I'm fine, thank you.
What are you doing?

Mallika : I'm painting a picture.

Ranga : Wow! It's beautiful! How realistic it is!

Mallika : Thank you, Ranga!

Ranga : I wonder if you could come to school.

Mallika : The path to the school is too uneven and rocky for me to get down.

Ranga : What do uncle and aunt say?

Mallika : You know, my parents can't carry me all the way to school every day.

Ranga : But, would you like to come to school if possible?

Mallika : Of course, I too want to make friends, play games, wear a uniform and learn new things.

Ranga : Don't worry, Malli! I'll talk to our headmaster. Definitely, you'll come to school.

Mallika : Thank you, Ranga! Waiting for the day.

**Activity 11****Speak on the following**

- At last, Mallika could reach school. Imagine, how her schooling could be?
- Do you have a ramp in your school? If not, how would you make it possible?
- While you are playing, a differently-abled boy comes to you. How would you include him in your play?
- While you are travelling in a bus you see a woman standing with a kid in her arms. Can you do something to help her?



Listening Input

Listen to the conversation and enact the role play.

- Ranga : Good morning sir!
- Headmaster : Good morning Ranga!
- Ranga : I've come to you to talk about differently-abled Mallika.
- Headmaster : About Mallika! Oh, I know her. She can't come to school, can she?
- Ranga : Yes, sir! She uses a wheelchair to move around. But she can't reach school as the path is rocky and uneven.
- Headmaster : It's true.
- Ranga : I wish, we could all get together and level the path for Mallika.
- Headmaster : That's a good idea, Ranga! All the children have the right to education. That includes Mallika as well.
- Ranga : Great, sir! At any cost, we should bring Mallika to school.
- Headmaster : Sure, Ranga! Tomorrow I'll discuss with the Parents' Monitoring Committee and make arrangements that Mallika could reach school.
- Ranga : Thank you, sir!
- Headmaster : You are most welcome, my dear!



Activity 12

Comprehension



1. Ranga came to the headmaster to talk about
 2. All could get together to the path.
 3. All the children have the to get education.
 4. "We should bring to school," Ranga insisted.
 5. The headmaster decided to discuss with
-

Activity 13**Language Game**

- Title of the game : Roll and Respond
- Required time : 15 minutes.
- Material needed : Dice and beads



1. Make the students form groups of at least four students each.
2. Ask one student to roll on the die/dice and read the number.
3. Let the other student ask the question from the grid with the number on the dice.
4. Let the partner respond to the question.
5. Make every student take turns, roll the dice and respond to the questions.

1
Does your mother know our teacher?

2
Does your father know me?

3
Do you have a dictionary?

4
Do you watch Television?

12
Do you go to the Library?

don't

11
Do you need my help?

doesn't

5
Does your teacher permit you to play?

6
Do you speak English?

10
Do you live in a city?

9
Does your friend eat rice for breakfast?

8
Do you play Kabaddi?

7
Do you like to have coffee?

Tongue - Twisters

Nine nice night nurses nursing nicely.
I saw a kitten eating chicken in the kitchen.



2

My Sweet Memories



Pre-Reading



Activity 1

Read the following text and answer the questions.

- a) Visiting new places, meeting new people and knowing about different cultures are usually what holidays are all about. Look at the pictures of some famous places that are popular among tourists. Match the pictures with their names. One has been done for you.



Charminar
Hyderabad

Taj Mahal
Agra

Red Fort
Delhi

Hawa Mahal
Jaipur

- b) Holidays help us to relax and refresh. They are always packed with fun. People love holidays for different reasons. Rank them according to your choice and order of importance.

I love holidays because I can

- ◆ have lots of fun. ()
- ◆ spend a lot of time with my family. ()
- ◆ visit new places and meet new people. ()
- ◆ know more about different cultures. ()
- ◆ relax and forget about studies. ()



Reading

My Sweet Memories

It is summer. Santhosh's **vacation** has started. His family is going to Ramapuram, his grandparents' village. He has the habit of writing a diary. Let's know his experiences in his own words.

April 24th

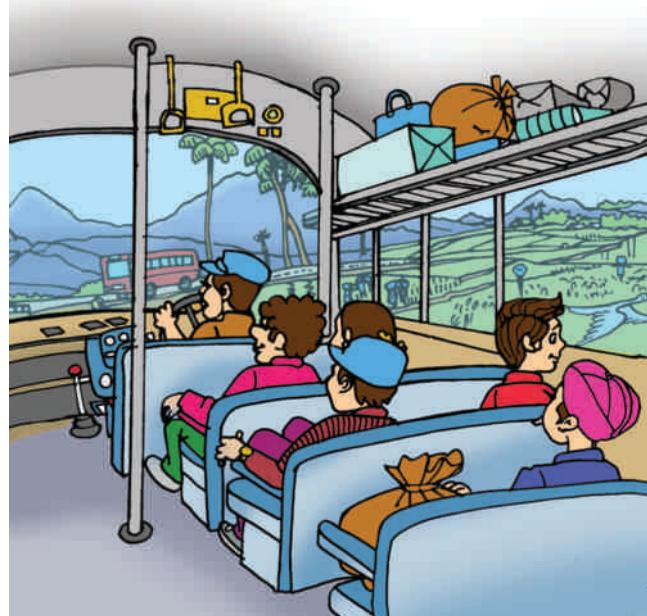
I am very eager to visit my grandparents' village. I will meet my grandparents and cousins. I have packed my clothes and toys. We are going to travel by a bus. I am so **excited**.



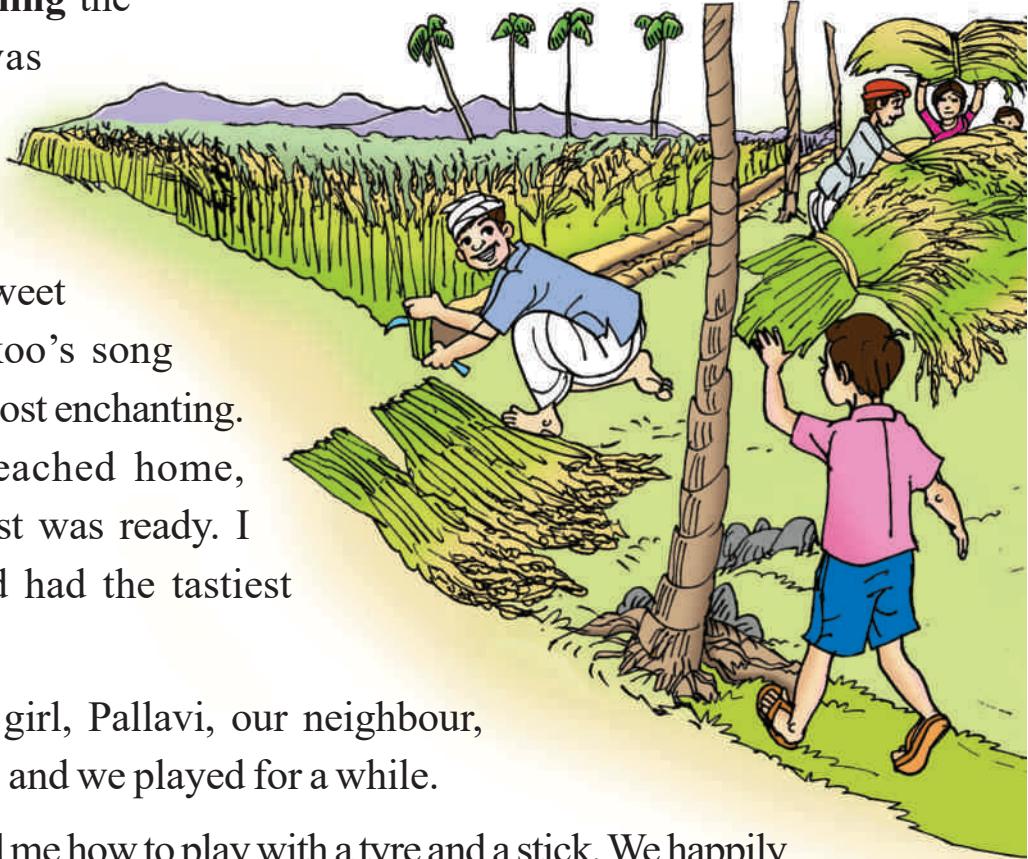
April 25th

Our journey started today. Luckily, I got a seat near the window. The weather was pleasant in the morning. There were **numerous** trees with yellow flowers on either side of the road. There were many white cranes in the **lush** green paddy fields. The **scarecrows** were arranged to scare away the birds in the fields. There was less traffic. The village was peaceful with fresh air.

I got off the bus and ran to meet my grandparents. They were delighted to see me. The house was surrounded by many big trees. There were jackfruit, mango, neem, banana, pomegranate and coconut trees. The mango tree was heavily **laden** with fruit. I tasted the first mango of the season. It was so tasty and juicy.



I woke up early today. I went out for a walk in the morning. The cool breeze was pleasant. The coconut palms were **swaying** lazily. My grandfather was busy with some farmers in the fields. Some of them were cutting the crops and some of them were **threshing** the paddy. The air was filled with the sweet sound of birds all over singing in their sweet voices. The cuckoo's song was perhaps the most enchanting. By the time I reached home, delicious breakfast was ready. I freshened up and had the tastiest breakfast.



Meanwhile a girl, Pallavi, our neighbour, came to our house and we played for a while.

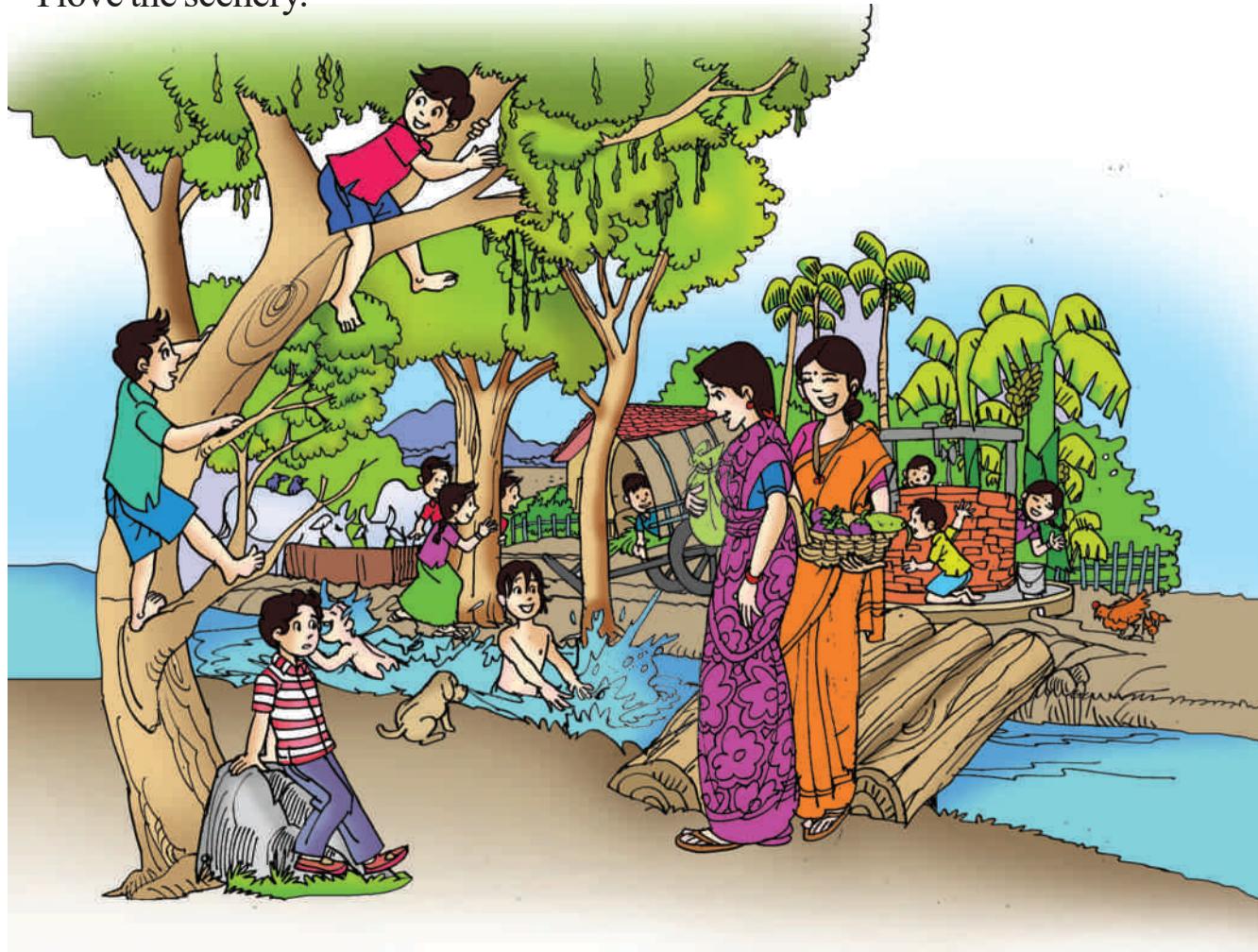
Pallavi showed me how to play with a tyre and a stick. We happily ran down the lanes balancing the tyre with a small stick. She was very eager to show me the village. We stopped



to talk to Pallavi's friends- Aman, Peter and Sruthi. Aman was helping his father in milking their cows. Peter and Sruthi were sitting with their grandmother breaking groundnut pods and piling them neatly. Later they would take the nuts to the village market to sell them. I helped them for some time.

April 27th

Today my mother and my aunt took me to the canal for a bath. There were many children **splashing** around in the canal. Some boys were climbing to the top of the tall tamarind tree. Girls were playing hide and seek near the big banyan tree. I played for some time in the cool water but I could not swim. So, I sat on a big smooth rock and watched my friends swimming like fish. They talked and laughed a lot as they washed their clothes and dried their wet hair in the sun. The canal was so clean that I could see the **pebbles** and colourful fish swimming by. I love the scenery.



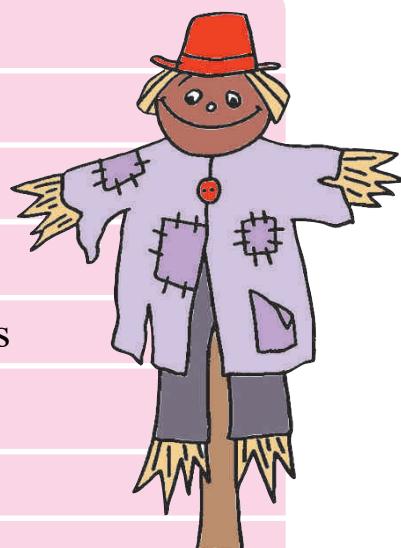
April 28th

We returned home in the city. The trip to our grandparents' house was very enjoyable. Those three days flew away so fast. I realized that during my stay, I neither watched television nor played video/mobile games. I am eagerly looking forward to my next visit.



Glossary

vacation	:	holiday
excited	:	thrilled
numerous	:	many
lush	:	fresh
scarecrow	:	a human like object in old clothes
laden	:	weighed down with a load
swaying	:	move or cause to move slowly
threshing	:	separating grain
splashing	:	sound made by something striking into water
pebbles	:	small smooth and round stones



Activity 2**Comprehension****I. Answer the following questions.**

1. Name some of the activities of the village children during their vacation.
2. Did Santhosh enjoy his morning walk? How do you know?
3. How did Santhosh spend his time when he went to the canal?
4. How did Santhosh know that the canal was so clean?
5. Why did Santhosh forget to watch television or play video / mobile games?
6. Is T.V. or video/mobile game the only way to pass time? Can we do something else?

II. Choose the correct answer and write the corresponding letters in the brackets:

1. Santhosh went to _____ . ()
 (a) Ramapuram (b) Krishnapuram (c) Rangapuram
2. The paddy fields were _____ in colour. ()
 (a) white (b) green (c) blue
3. _____ helped his father in milking the cows. ()
 (a) Peter (b) Sruthi (c) Aman
4. The girls were playing near a _____ tree. ()
 (a) banyan (b) coconut (c) neem
5. Santhosh returned home on _____. ()
 (a) April 24th (b) April 28th (c) June 11th

Activity 3

Vocabulary



Let's revisit the following sentences from the reading text.

1. I got a seat near the window.
2. I have tasted the first mango of the season.

The opposite words for the underlined words are **far** and **last** respectively. Such words which give the opposite meanings are called **antonyms**.

Here are some antonyms for you to understand..

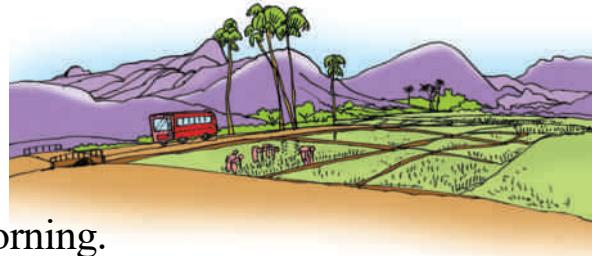
less	×	more
fresh	×	stale
beautiful	×	ugly

hard	×	soft
thick	×	thin
narrow	×	broad

Rewrite the following sentences by changing the underlined word with its opposite. One has been done for you.

Example: Our journey **started** today.

Our journey **ended** today.



1. The weather was **pleasant** in the morning.

_____.

2. The river was so **clean**.

_____.

3. I sat on a **smooth** rock.

_____.

4. The breakfast was **delicious**.

_____.

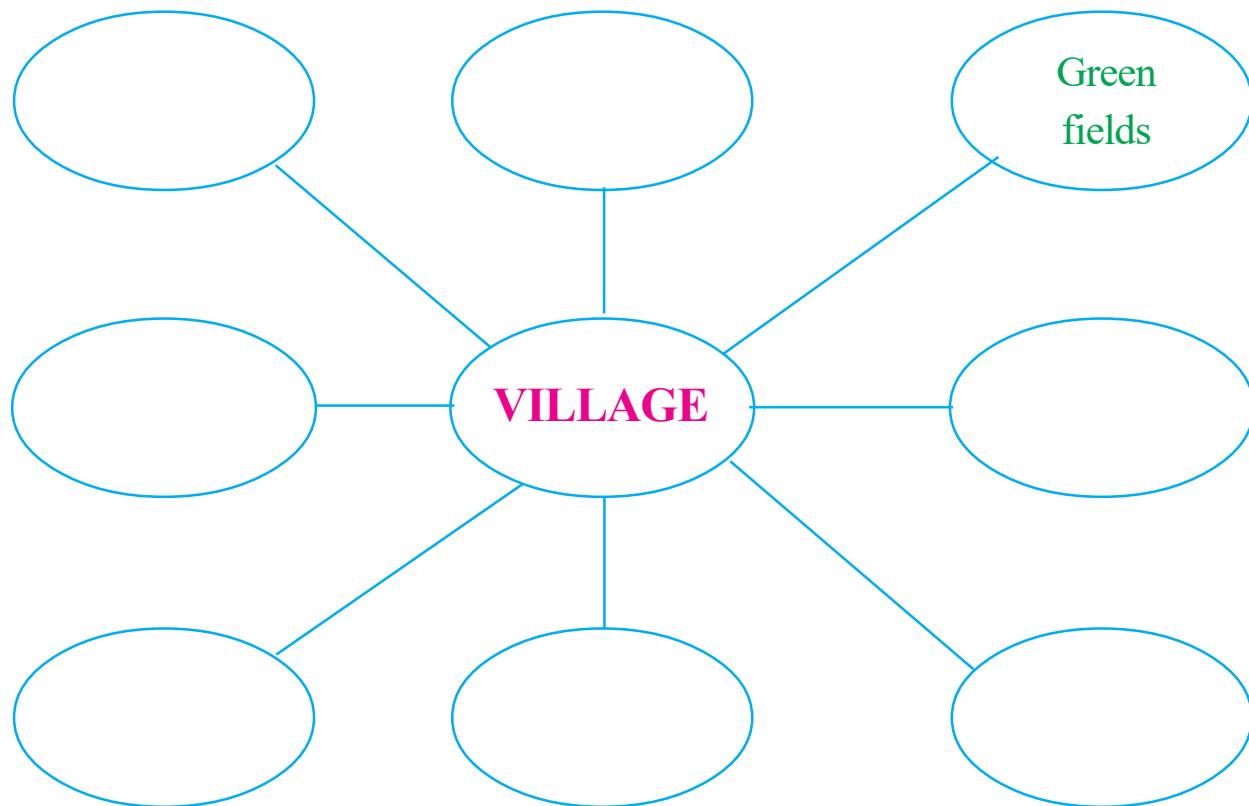
5. The mango was **tasty**.

_____.



Activity 4

Santhosh saw many things in Ramapuram. Write the words associated with the village. One has been done for you.

**Activity 5****Grammar**

Read the following sentences carefully.

- “There is **no one** at home. And **nothing** is there to do. It is very boring. Let’s go out and do **something**.” Pallavi said to Santhosh.

In the above sentences, the underlined words i.e., ‘**no one**’, ‘**nothing**’ and ‘**something**’ do not refer to any specific person or thing. Such words are called **Indefinite Pronouns**.

These pronouns are used to talk about people, places or things without saying exactly who, where, or what they are.

Here is a list of indefinite pronouns referring to people, places and things.

People	Places	Things
anyone anybody	anywhere	anything
everyone everybody	everywhere	everything
no one nobody	nowhere	nothing
someone somebody	somewhere	something



Now complete the sentences, choosing one of the words.

- I lost my watch. I've looked for it _____. (everywhere / anywhere / nowhere)
- _____ broke the window. (nothing/everywhere/someone)
- It's a secret. Don't tell _____. (anyone /something/no one)
- I'm looking for my glasses. I can't find them _____. (everything / anywhere / something)
- The problem is very difficult. _____ knows the answer. (something / anywhere / nobody)

Activity 6

Let's revisit the following sentences from the lesson.

- ◆ Our journey **started** today.
- ◆ Pallavi **showed** me how to play with a tyre and a stick.

In the above sentences, the underlined words are the past forms of the verbs 'start' and 'show' respectively. The above actions really took place and the speaker expressed the same using the above past form of the verbs. But sometimes, we need to express certain actions that did not take place.

e.g. It **rained** yesterday.

It **did not rain** yesterday.



The negative of the verb form **rained** is written as **did not rain**

i.e. did not rain = did + not + rain or didn't + rain (in contracted form)

Here are some more examples.

S.No.	Simple Past	Simple Past Negative
1.	I got your letter.	I did not get your letter.
2.	Aman helped his father.	Aman did not help his father.
3.	Sruthi learnt her lesson.	Sruthi did not learn her lesson.
4.	The lion killed the mouse.	The lion did not kill the mouse.
5.	We saw a movie last week.	We did not see a movie last week.

I. Now change the following into their negatives.

S.no.	Simple Past	Simple Past Negative
1.	The bird flew.	
2.	He sold the car.	
3.	She lost her bag.	
4.	The train left the station.	
5.	I sang a song.	

II. Pallavi has a list of things to complete by last Monday.
But today is Thursday. She completed some (✓) and
did not complete some (✗).



Read the list and write sentences in the space given below. One has been done for you.

S.No.	Things to do on Monday	✓ / X	Sentences
e.g.	finish homework	✓	Pallavi finished her homework.
1.	make notes	X	
2.	draw diagrams	✓	
3.	polish shoes	✓	
4.	buy ribbons	X	
5.	prepare a report	X	

Activity 7

Writing



Read a sample diary entry of Santhosh on his birthday.

Tuesday, 10 December, 2019.

Dear Diary,

Today is my birthday! I woke up at around six and had breakfast with my family. My parents hugged and gave me the largest bar of chocolate I have ever seen! They also gave me a new dress, a football and a board game. My parents had invited my friends to my birthday party in the evening. I received a potted plant, a storybook, and a set of colour pencils as gifts. My mother had baked a strawberry cake that tasted delicious. We also had *biryani* and ice cream. I enjoyed every moment of the day. I think this is the best birthday I have ever had!

Santhosh



Now write your diary entry describing how you celebrated Deepawali.

Use the hints given below.

(Deepawali - house decoration - new clothes - Lakshmi pooja- colourful lights - rangoli patterns - burning crackers - enjoyed)

Activity 8

Paragraph writing on a given topic:

Look at the following paragraph.

In Delhi, a balloon race is held every year. On the day of the race, one can see a large number of huge and colourful balloons. They are floating in the air above the houses and the tall buildings with people standing in the baskets or gondolas, as they are called, looking down upon us. That's really a wonderful experience one could see.



A paragraph is a group of sentences that tells us about a single idea.

A paragraph consists of :

- ◆ A topic sentence that tells the reader the main idea of a paragraph.
(In Delhi, every year.)
- ◆ Supporting details that give details about the main idea.
(On the day..... upon us.)
- ◆ A concluding sentence that brings the paragraph to a clear end.
(That's really..... see.)

Now write a paragraph about 'How you spent an interesting weekend'.

Write your sentences under the correct headings.

Topic : _____

Supporting details: _____

Concluding sentence: _____

Activity 9

Listening and Responding



We use 'may' to say that something is possible.

1. It **may** rain today. (It is possible that it will rain today.)
2. She **may** come tomorrow. (There is a possibility of her coming tomorrow.)
3. The train **may** be late. (There is a possibility of train coming late.)



4. I **may** go to Delhi next week.

(There is a possibility of my going to Delhi next week.)

5. He **may** get good marks. (There is a possibility of his getting good marks.)

Now work in pairs and role play the following conversation. Give possible answers for each question. You can ask some more questions.



What do you do
this evening?

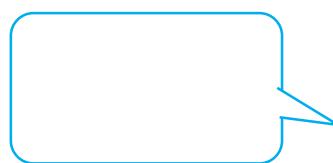
I may
watch T.V.



Which colour dress do
you wear tomorrow?



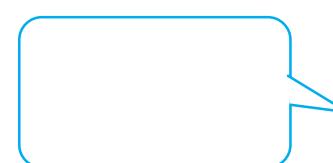
I forgot my bag. Can you
guess where it may be?



When will the
English test be?

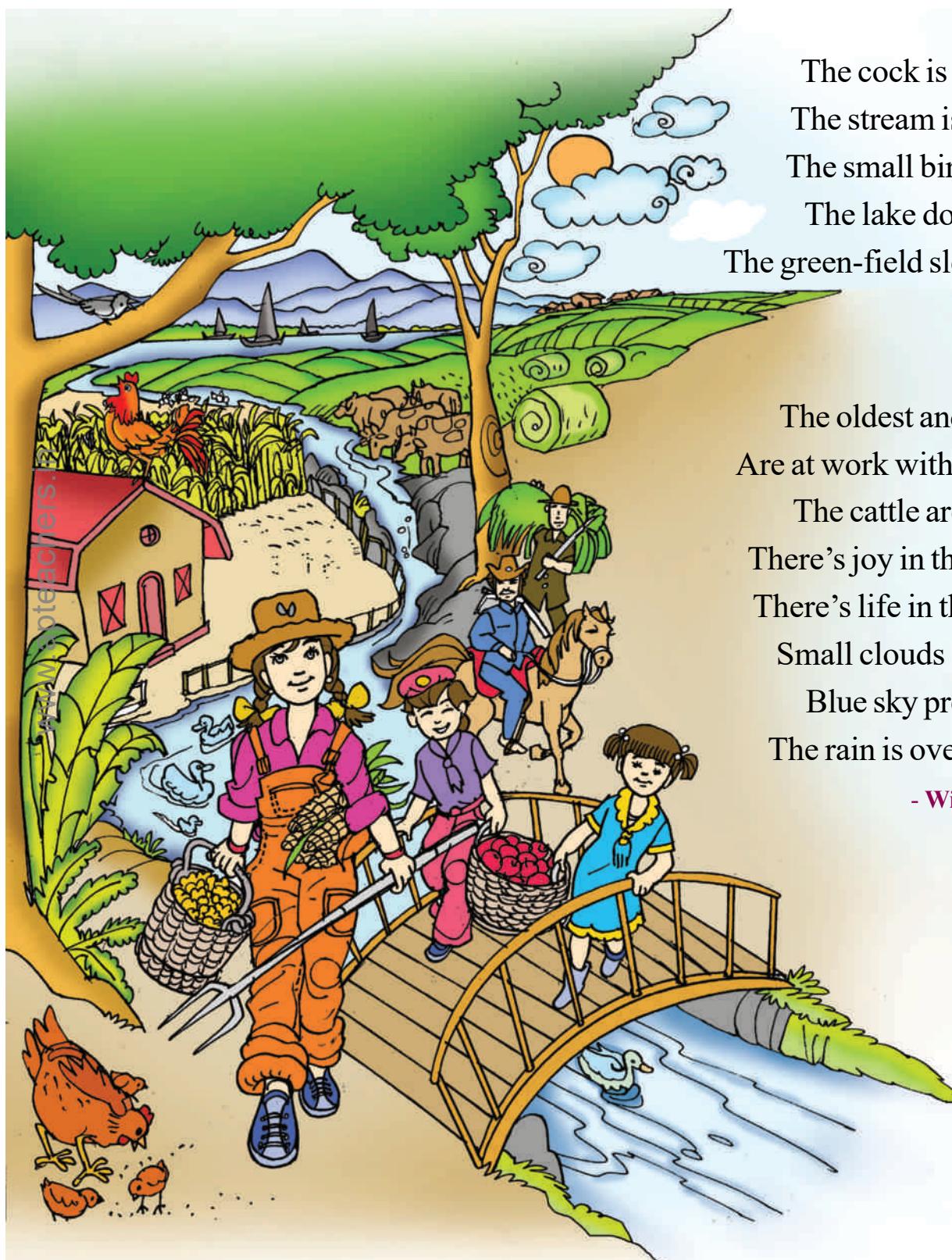


When will your
father arrive?





Written in March



The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter
The green-field sleeps in the sun;

The oldest and youngest
Are at work with the strongest;
The cattle are grazing.
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

- William Wordsworth.

About the Poet

William Wordsworth was an English poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English literature with their joint publication Lyrical Ballads (1798).

Born : 7 April 1770, Cockermouth, United Kingdom.

Died : 23 April 1850, Rydal Mount & Garden, Rydal, The United Kingdom.

Education : Hawkshead Grammar school, University of Cambridge, St. John's College, Cambridge.



William Wordsworth

Glossary

crowning : the characteristic loud cry of a cock.

stream : a small, narrow river.

twitter : a short sound made by birds repeatedly.

cattle : a group of animals with horns and cloven hoofs.

prevailing : existing at a particular time.

doth (old English) : do / does

Activity 10

Comprehension



I. Find the rhyming words from the lesson and add a few more.

1. crowing, flowing, _____, _____
2. twitter, _____, _____, _____
3. youngest, _____, _____, _____
4. mountain, _____, _____, _____
5. sailing, _____, _____, _____

II. Answer the following questions.

1. What are the cattle doing?
2. What glitters in the poem?
3. Who work along with the strongest?
4. How does the poet describe the nature in this poem?
5. Describe mountains and fountains in your own words.



Activity 11

Project Work



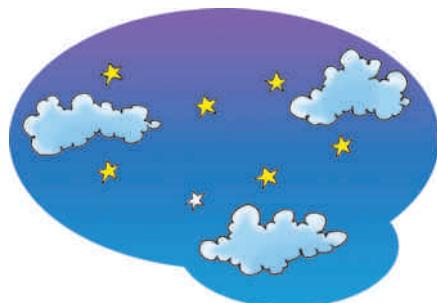
Which country would you like to visit when you grow up? Collect the details and write about that country.

1. Map of that country, its national flag
2. Stamps of the country, its currency
3. Some famous monuments

Riddles

1. They come out at night without being called, and are lost in the day without being stolen, what are they?

Ans:



2. When I am alive I do not speak. Anyone who wants to take me captive cuts off my head. Then bites my bare body. I do not harm anyone unless they cut me first. Then I soon make them cry. Who am I?

Ans:



3

The Necklace



Pre-Reading

Look at the picture and answer the following questions.



1. What do you observe in the picture?
2. Name the ornaments shown in the picture.
3. Are the girls wearing any ornaments?
4. Do you buy costly ornaments?
5. Which metals are used to make ornaments?
6. Is it good to spend more money on ornaments?



Reading

The Necklace

- A French Tale

Matilda was a pretty and admirable girl born into a family of poor **artisans** in Paris. She was married to a small clerk in the Ministry of Education. She wanted to enjoy every **delicacy** and luxury.

One evening her husband came home happily. He held an invitation to a birthday party to be held on January 26th.

Matilda started crying when her husband told her about the birthday party. Husband asked, "What is the matter with you?"

Matilda controlled herself. "Nothing," and said calmly. "I don't have a good dress for the occasion." He offered to buy her a suitable dress costing nearly four hundred **francs**.

The day of the party drew near. Matilda became sadder. "I have absolutely no jewels," she complained. Then her husband told her to borrow some jewels from her rich friend, Jane.



The next day Matilda met her friend and told her problem. Jane went to her dressing table, took out a large box, opened it and said, "Choose, my dear!" Matilda saw many bracelets, pearl necklaces, earrings in gold and gems. It was difficult for Matilda to decide what to take. Suddenly she **discovered** a beautiful diamond necklace. Her hand trembled as she lifted it. "Could you lend me this?" she asked **anxiously**. "Of course, dear," said Jane.

The day arrived. Matilda was the prettiest woman present in the party. She danced madly. Matilda and her husband danced for a long time and left for home. While changing the dress, she uttered a cry. The necklace was no longer round her neck.

They searched **furiously** in the folds of her dress and all over the way. It was nowhere. He went to the police, the newspapers, to offer a reward. But it was of no use. Finally, the couple had lost all the hopes. To gain time, Matilda wrote to

her friend that the **clasp** on the necklace was broken and she was having it mended.

After a long search, a similar necklace was found in a shop worth thirty six thousand francs. But Matilda had eighteen thousand francs only. She borrowed the rest. The necklace was bought and handed over to Jane. Matilda now entered the life of terrible poverty. Matilda and her husband took ten years to pay the debt off completely. They did all the work by themselves to pay the money. Matilda looked old now. But sometimes, she thought of that beautiful evening long ago.



One Sunday, she suddenly saw a woman taking a child out for a walk. It was Jane, still young. She went up to her.

“Good morning, Jane!” Jane looked closely at her, surprised that an ordinary-looking woman had addressed her so familiarly.

“Do I know you?” she asked. “Yes, I am Matilda.”

“Oh, my Matilda, how much have you changed!” Matilda told her friend everything that had happened. In the end, Jane halted and was looking, wide-eyed, and open-mouthed at her friend.

“Have you bought a diamond necklace to replace mine?” she asked. “Yes, you didn’t notice, did you?” Matilda smiled in innocent happiness. Jane grabbed both Matilda’s hands. “Oh! My poor Matilda, but mine was **imitation**. It was worth about five hundred francs.”

(Adapted from ‘The Necklace’ by Guy De Maupassant)

Glossary

artisan	:	a person who does skilled work with hands
delicacy	:	something good to eat
francs	:	French currency
discover	:	find
anxiously	:	in a nervous way
furiously	:	in an extremely angry way
clasp	:	a link or a hook
imitation	:	a copy (not real)

Activity

2

Comprehension**I.** Answer the following questions.

1. What kind of a girl was Matilda?
2. Why did Matilda's husband come home happily?
3. Who helped Matilda to go to the party?
4. What was the price of the replaced necklace?
5. How did the couple get the money to buy the diamond necklace?
6. Was the lost necklace a real one?
7. What was the cost of the necklace given by Jane?

II. Read the following sentences and state whether they are TRUE or FALSE.

1. Matilda was born in New York. ()
2. The husband of Matilda was a secretary to the minister. ()
3. Matilda chose a pearl necklace. ()
4. Matilda borrowed eighteen thousand francs. ()
5. The couple worked with the help of a maid to pay off the debts. ()

Activity

3

Vocabulary

Let's observe the underlined words in the following sentence.

- ◆ Matilda was a **pretty** and **admirable** girl.

In the above sentence **pretty** and **admirable** are adjectives.

- ◆ Adjectives describe the nouns.
- ◆ Adjectives can be formed from nouns and verbs.

Now, we are going to learn to form adjectives from verbs.



The underlined word **admirable** is describing Matilda. Admirable is formed from the words ‘admire + able’.

Admire is a verb but it becomes an adjective by adding ‘able’.

Here is a list of verbs which are formed as adjectives by adding suffixes like **able, ful, ible, ent, ant, ive, ing** etc.

-ful	-able	-ible	-ent
useful	remarkable	flexible	different
helpful	expandable	sensible	excellent
harmful	payable	responsible	urgent
-ant	-ive	-ing	
pleasant	selective	amusing	
ignorant	creative	relaxing	
resistant	talkative	surprising	

- I. Match the following verbs given in column ‘A’ with the suitable suffixes given in column ‘B’ and write the words in column ‘C’.

A	B	C
use		
remark	ful	
differ	able	
resist	ent	
select	ant	
amuse	ing	
expand	ible	
sense	ive	
please		



Activity 4**My word list:**

You can write new words from the story. Refer to a dictionary, put them in alphabetical order.

word	alphabetical order	meaning

Order of adjectives**Grammar**

Let's observe the underlined words in the following sentence.

- ◆ She discovered a beautiful, diamond necklace.

Adjectives generally describe the nouns, but there is an order in using the adjectives if they are more than one in a sentence.

Order

- | | |
|--------------------------------|------------------------|
| 1. Number (one, two, three...) | 6. Opinion (beautiful) |
| 2. Size (big) | 7. Age (old) |
| 3. Shape (round) | 8. Colour (blue) |
| 4. Origin (Venetian) | 9. Material (diamond) |
| 5. Purpose (Shining) | |

Look at the following examples.

1.



necklace
a necklace
a diamond necklace
a big diamond necklace
a beautiful big diamond necklace
a beautiful big blue diamond necklace

2.

bag

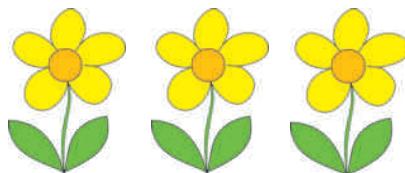
a bag
a leather bag
a white leather bag
a big white leather bag



3.

flowers

three flowers
three yellow flowers
three tiny yellow flowers
three lovely tiny yellow flowers



4.

boy

a boy
a little boy
a smart little boy



Activity 5

Complete the table by using the examples given above. One has been done for you.

number	opinion	size	colour	material
a	beautiful	big	blue	diamond

Activity 6

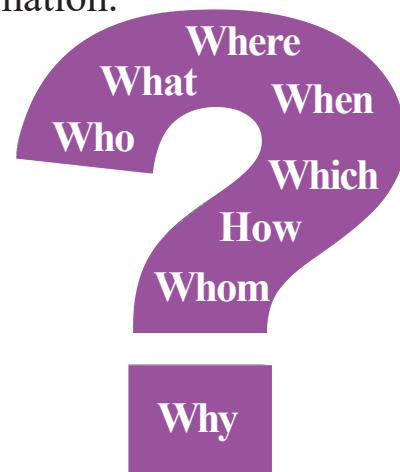
Underline '*Wh*'-words in the following sentences.

- ◆ When did you go to the market?
- ◆ Why do you trouble me?
- ◆ Where will you meet him?
- ◆ How did you spend your holidays?
- ◆ Whom do they want to elect?



These are called **question words**. Let's learn how to use these '*Wh*' words.

- ◆ Who- used for questioning about a person.
- ◆ What- used for questioning for particular information.
- ◆ Where –used for questioning about the place.
- ◆ When-used for questioning about the time.
- ◆ Which- used for questioning about the object.
- ◆ How-used for questioning about the manner.
- ◆ Why-used for questioning a reason.



Fill in the blanks with appropriate words. The answers for the questions are given with in brackets.

What, When, Which, Who, Whom, How

1. _____ is your brother? (Who / What)

A: Sujay is my brother.

2. _____ does she finish work? (When / Who)

A: She finishes work at 5 o'clock.

3. _____ did you keep your money? (When / Where)

A: I keep money in my purse.

4. _____ will you meet your friend? (Who / Where)

A: I meet my friend at school.

5. _____ much did you pay for that dress? (How / when)

A: I paid 1000 rupees for the dress.

Read the story given below.

Writing



A sparrow laid small eggs in the nest on a tree. An egg hatched. A chick peeped out. The sparrow brought worms for the baby bird. The baby bird ate them with its beak. Days passed. One morning, the mother sparrow flew out of the nest. The chick opened its cute eyes and looked out. She saw flowers, leaves and fruits on plants and trees. She opened her wings and flapped them.



Activity 7

I. Rewrite the story by adding ‘describing words’ to the underlined words.

small	cute	brown	green	big	yellow
ugly	beautiful	red	lovely	attractive	

II. Look at the following pictures and read the story.

1.



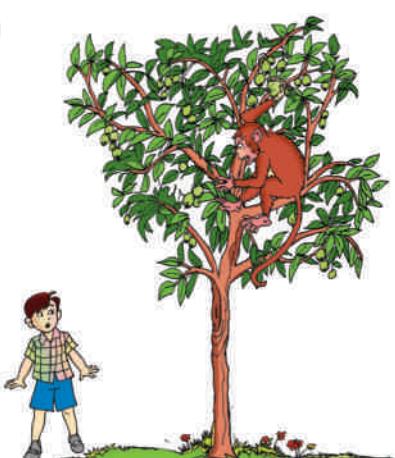
2.



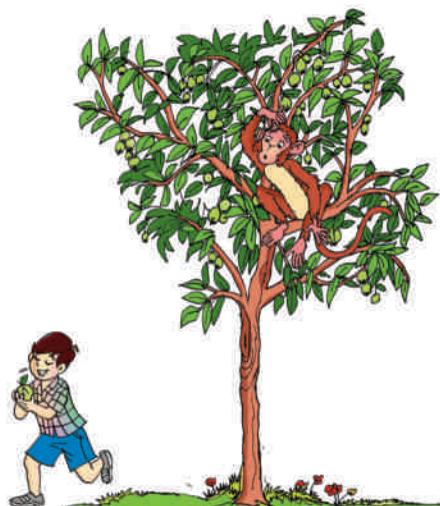
3.



4.



5.



A boy hungry-jumped high to reach guavas-not successful-monkey in tree-boy threw a stone at guava-threw guava at boy-boy thanked monkey.

The Clever Boy

On a hot day, a boy walked a long way and was tired. He stopped under a guava tree to have a rest. He was hungry, so he wanted to eat guava. He jumped up but he could not reach the fruit.

The boy saw a monkey in a tree. He had an idea. He picked up a stone and threw it at a guava. The monkey saw this. It picked a guava and threw it at the boy. The boy thanked the monkey and ate the guava.

Activity 8

Here are some pictures with dialogues. Read them carefully and write the story.



Once in a forest -- elephant -- unhappy -- grey colour -- requested -- friends -- paint -- white -- friends helped -- elephant -- moving happily -- king's soldiers caught -- to present-- white elephant -- gift to king -- elephant felt sorry -- on the way -- suddenly rained -- white colour -- washed off -- soldiers left -- elephant happy -- said, "My colour is my blessing."

Now write the story using the hints.

Be happy with what you are



Listening and Responding

Expressing agreement: Conversation for role play.

Observe the following dialogues from the story and do the role play to accept the request.

Matilda : Could you please lend me your necklace?

Jane : With pleasure! Come and choose one.

Matilda : Sure!

Jane : Can I take this diamond necklace?

Matilda : By all means!

Activity 9

I. Observe the following dialogues and do role play to express agreement for the opinion.

Raju : Hey, look at Bobby's ring, isn't it so nice?

Gopi : Yes, you are right.

Ravi : It perfectly matches with his finger.

Rafi : I absolutely agree with you.

Rahul : It must be very expensive. Isn't it, Bobby?

Bobby : No, not at all, It's very cheap. I bought it in the village fair.

II. Express your agreement in a polite manner using the phrases given below.

Phrases used to express agreement:

- ◆ Yes, I do.
- ◆ You are right.
- ◆ That's so true.
- ◆ Absolutely.
- ◆ Exactly.
- ◆ Sure.
- ◆ Okay.

Phrases used to express disagreement:

- ◆ I'm sorry.
- ◆ I'm afraid.
- ◆ No, not at all.

Agree or disagree with the following statements:

1. I think our English teacher Rachana is very great.
2. Our school garden is very big.
3. What a nice dress she is wearing!
4. Girls and boys are equal.
5. Our school is the best one.



Activity 10**Language Game**

Title of the Game:	Fishing for adjectives.
Required time :	15 minutes.
Material :	Flash cards, some magnets, thread, fishing rod.
Note :	This game can be reused for other word groups like nouns and verbs.

Preparatory work:

- ◆ Write a verb on each card.
- ◆ The words must be bold and readable.
- ◆ Fix a thin metal strip or safety pin on the backside of the card.
- ◆ Attach paper slips on each card.
- ◆ Attach a magnet to the fishing rod.
- ◆ Scatter cards facing up on the floor.
- ◆ Encourage students to fish a verb card from the cards spread on the floor.
- ◆ Ask them to frame an adjective using the card.
- ◆ If they frame the right word they can own the fish otherwise they have to put it back.
- ◆ Continue the game with another child.
- ◆ The child who owns the highest number of fish will be the winner.

Idioms:

- ◆ All that glitters is not gold.
- ◆ Cut your coat according to your cloth.



A8R7F8



4

Kalam with Children



Pre-Reading



Look at the picture and answer the following questions.

DREAM, DREAM, DREAM

DREAMS TRANSFORM INTO THOUGHTS, AND

THOUGHTS RESULT IN ACTION

- A.P.J. KALAM



Activity 1

1. What are the children doing in the picture?
2. Who is the man in the picture?
3. What do you know about him?



Reading

Kalam with Children

- An Interview

Student-1 : What is your full name and who was your best friend in school?

Kalam : My full name is Avul Pakir Jainulabdeen Abdul Kalam. During my school days Pakshi Ramanatha Sastry was my best friend.

Student-2 : How far is the ‘favour of **fortune**’ necessary?

Kalam : Hard work comes first. Fortune favours the hardworking. There is a famous saying, "God helps those who help themselves." There is another saying that it takes many years of hard work to make an overnight success.

Student-3 : Please tell us, who do you think is the first scientist?

Kalam : I think the child is the first scientist, because children are the source of unending questions. Science was born and lives only by questions.

Student-4 : What is the secret behind remembering various formulae of science and mathematics?

Kalam : By constant application, one can remember various formulae of science and mathematics.

Student-5 : Which has been the happiest day in your life?



Kalam : I once worked with doctors, who were making **callipers** for polio affected persons. When children were given those light weight callipers, they started running. They could even pedal cycles. The sight of happiness on their faces was **bliss** to me.

Student-6 : Can you tell us any unforgettable incident from your childhood?

Kalam : I am reminded of my class V teacher, Shri Siva Subramania Iyer. He taught us in his lectures how birds fly. He showed us real life examples at the seashore of Rameswaram. It is an unforgettable occasion which is **etched** in my memory forever. It helped me to take up the study of science.



Student-7 : You are an ideal man. Please, give us your suggestions to become good human beings.

Kalam : Hard work and scientific temper combined with **spirituality** will make you a good human being. Try to find good things in others.

Student-8 : You give away bravery awards every year. What is your definition of courage?

Kalam : Saving others from **disaster** without minding about your own safety is courage.

Student-9 : What is your message to the citizens of India?

Kalam : My message to the youth is given in the 10 point oath, which I normally administer. Some of them are as follows:

- ◆ From now onwards, I will teach at least 10 persons to read and write to those who cannot read and write.
- ◆ I will plant at least 10 saplings and shall ensure their growth through constant care.
- ◆ I will not support any religion, caste and language differentiation.
- ◆ I will always be a friend of the mentally and physically challenged and will work hard to make them feel normal, like the rest of us.
- ◆ I will proudly celebrate the success of my country and my people.

Glossary

fortune : luck

callipers : a metal support for weak or injured legs

bliss : happiness

etched : fixed something permanently in

spirituality : appreciation for religious values

give away : to present something

bravery : fearlessness in dangerous situations

disaster : an unexpected natural or man-made event causing great damage

**I. Answer the following questions.**

1. Who was the best friend of Abdul Kalam in his school days?
2. How can we remember the formulae of mathematics and science?
3. How did Abdul Kalam explain courage?
4. How did Subramania Iyer inspire Kalam?
5. What would be your question if you were there with Abdul Kalam?

II. Fill in the blanks with appropriate words.

1. According to Kalam _____ comes first.
2. Child is the first _____.
3. Shri Siva Subramania Iyer taught us how _____ fly.
4. One can remember various formulae of science and mathematics by _____.
5. Kalam advised children to see _____ in others.

III. Read the newspaper article aloud.

Flamingos enjoy themselves at the Pulicat lake in Nellore district on Thursday.

PINK LOVE Bird watching has been arranged at Nelapattu

3-day Flamingo festival kickstarts at Pulicat lake

AVINASH P.
SUBRAMANYAM | DC
TIRUPATI, JAN. 2

The three - day Flamingo festival has kickstarted at Sullurpetta Mandal in Nellore district. The Flamingo festival is held annually at the Pulicat lake, where the migratory birds stay for 2-3 months for breeding.

The district administration has made elaborated arrangements for the bird festival at the Government Junior College premises in Sullurpetta.

- **ENSURING THE** safety of visitors interested in boating at BV Palem, the administration has deployed ace swimmers and made it mandatory for visitors to wear life jackets.

- **SANITATION, DRINKING** water kiosks, food stalls and barricades to manage the crowds are in place at the venues.

Ensuring the safety of visitors interested in boating at BV Palem, the administration has developed ace swimmers and made it mandatory for visitors to wear life jackets.

Sanitation, drinking water kiosks, food stalls and barricades to manage the crowds are in place at the venues.

Gopuja and others on day one. Cultural activities have been planned for all the three days for bird lovers who are attending the fest.

Facility for bird watching has been arranged at Nelapattu, Atakanitippa and BV

Palem from 10 am to 5 pm .

Answer the following.

1. What is this newspaper article about?
2. Who participated in the rally?
3. Why did Siberian birds visit the region?
4. Where do we celebrate the Flamingo festival?
5. When do we celebrate the Flamingo festival?



Vocabulary

Read the following sentences and observe the underlined words.

1. Abdul Kalam is a **dedicated** scientist.
2. Abdul Kalam is a **committed** scientist.

You may observe that both sentences give the same message because of the underlined words. Such words are called **synonyms**.

Synonyms are the words which are nearly equal in meaning.

Examples:

Kohli is a **famous** cricketer.

Kohli is a **popular** cricketer.

The show **begins** at 6 p.m.

The show **starts** at 6 p.m.

Activity 4

Match the following words with their synonyms.

- | | | |
|------------|----------|--------------|
| 1. bliss | () | a) luck |
| 2. success | () | b) begin |
| 3. fortune | () | c) popular |
| 4. award | () | d) attitude |
| 5. famous | () | e) happiness |
| 6. temper | () | f) prize |
| 7. first | () | g) victory |

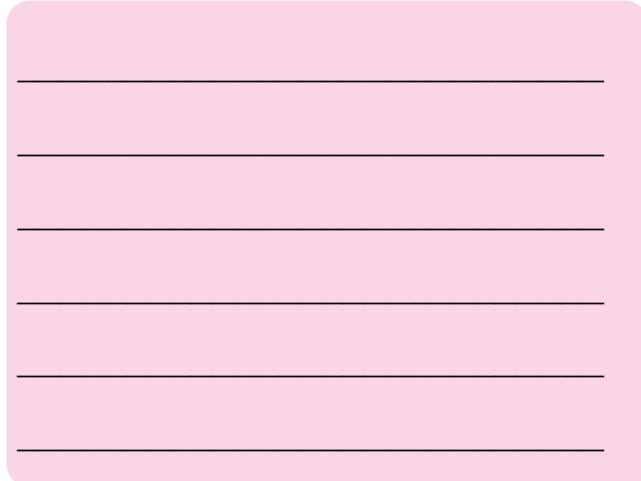


Activity 5

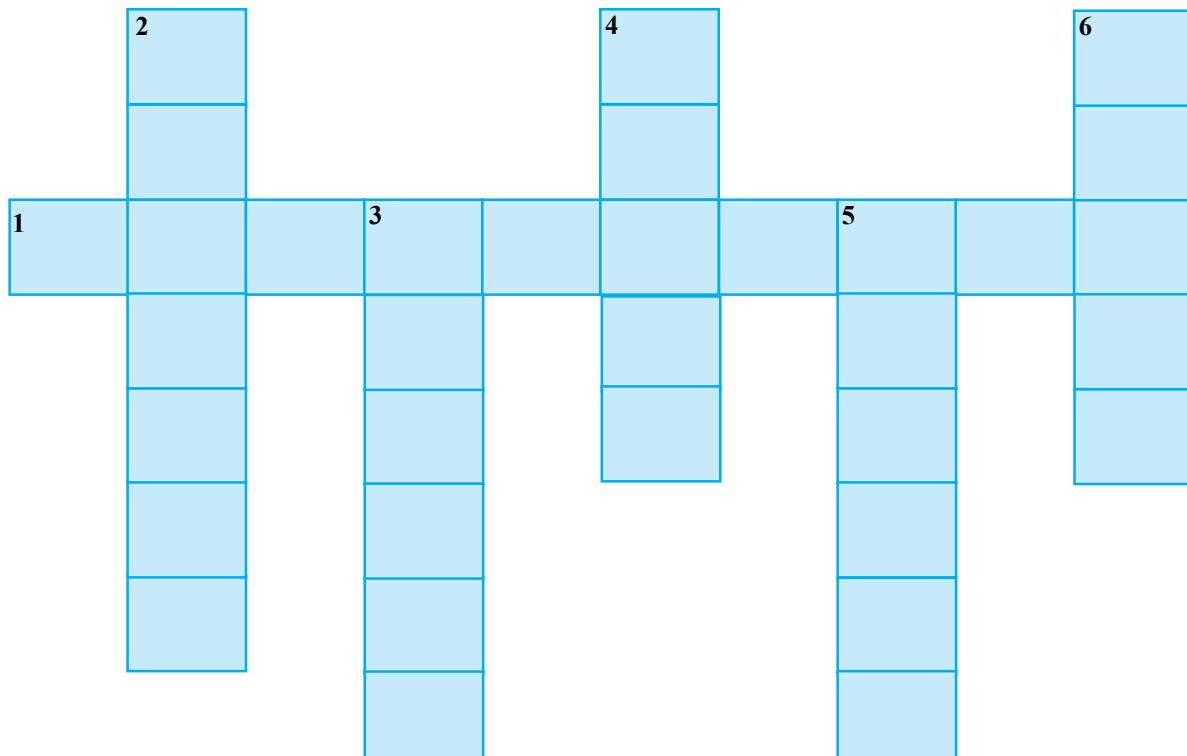
Write the opposites of the given words using the words in the help box.

unreal, misfortune, first, enemy, failure, forget

1. fortune x
2. success x
3. remember x
4. last x
5. real x
6. friend x



Complete the following grid using the above clues.





Grammar

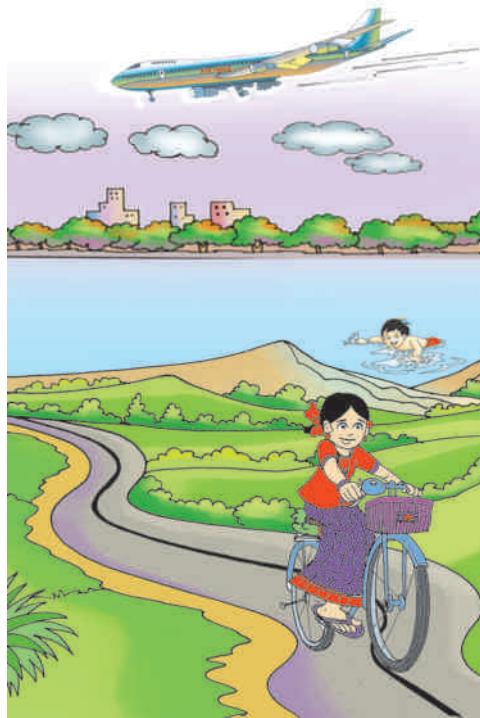
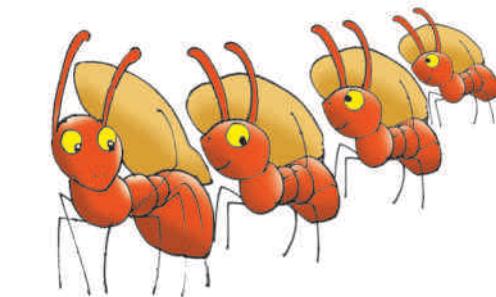
Read the story and observe the underlined words.

*One day an ant found a small block of jaggery. Immediately it signalled his friends about the food. Within no time, a series of ants started rolling the block **towards** the ant hill. The ant hill was in **between** two coconut trees. On their way they crawled **across** a wall and **over** a small twig and crawled **along** some saplings in a garden. Finally they broke the block of jaggery into pieces and carried them **into** the ant hill.*

The underlined words are **prepositions** and they denote **movement**. Hence they are called **prepositions of movement**.

Examples:

1. The aeroplane is flying **above** the clouds.
2. She is riding her bicycle **along** the road.
3. A man is swimming **across** the river.



Activity 6

Fill in the blanks with correct prepositions of movement choosing the word given in the bracket. One has been done for you.

e.g. I like to walk **along** the canal. (along / over)

1. The cat jumped _____ the stool. (in / over)
2. The earth is revolving _____ the sun. (around / over)



3. The train is passing _____ the tunnel. (out / through)
4. The girl is walking _____ the road. (in / across)
5. They are going _____ the building. (towards / on)
6. There is a cat _____ two tables. (along / between)

Activity 7

Read the following sentences.

- * Kalam **likes** to spend time with children.
- * Hard work **comes** first.

The underlined words in the above sentences tell us about an action that is repeated or event that takes place regularly. These verbs are always in **simple present tense**.

I. Tick (✓) the sentences that are written in the **simple present tense** and underline the words. One has been done for you.

e.g. Fortune **favours** the hard working. (✓)

1. God helps those who help themselves. ()
2. I think the child is the first scientist. ()
3. I once worked with doctors. ()
4. They started running. ()
5. He taught us in his lectures how birds fly. ()

Now, read the other sentences that are not ticked:

- * I once **worked** with doctors.
- * They **started** running.
- * He **taught** us in his lectures how birds fly.

The above underlined verbs speak about things that have already taken place. The verbs are in **simple past tense**.



Let's see the comparison between simple present tense and simple past tense.

Simple present tense	Simple past tense
work	worked
favour	favoured
like	liked
peel	peeled
teach	taught
start	started

II. Complete the sentences with the **simple present** as well as **simple past** forms of the verbs given in brackets. One has been done for you.

e.g. Kalam **likes** to spend time with children. (*like*) (**simple present**)

Kalam **liked** to spend time with children. (*like*) (**simple past**)

1. The teacher _____ real life examples. (show) (**simple present**)
The teacher _____ real life examples. (show) (**simple past**)
2. Fortune _____ the hard working. (favour) (**simple present**)
Fortune _____ the hard working. (favour) (**simple past**)
3. They _____ running. (start) (**simple present**)
They _____ running. (start) (**simple past**)
4. He _____ us in his lectures how birds fly. (teach) (**simple present**)
He _____ us in his lectures how birds fly. (teach) (**simple past**)





Conventions of Writing

Let's read the following sentences. Identify the punctuation mark (,) used in the given sentences.

- I worked with doctors, scientists, politicians and students.
- I was taught English, Science, Mathematics and Tamil by our teachers.

Read and observe the commas used in the above sentences.

A comma (,) is used to denote a pause. Look at the picture and find out where we usually use comma (,) while writing a sentence.

A comma is used to separate a list of three or more items

e.g. All students have to bring pen, pencil and book.

A comma is used before a quotation.

e.g. Abdul Kalam said, "Try to find good things in others."

Comma is used between the date and year.

e.g. Akshada was born on 26 August, 2019.

A comma is used when someone is called directly.

e.g. Samanvi, come here.

Activity 8

- I. Rewrite the following sentences inserting commas wherever necessary.
Underline where comma is inserted. One has been done for you.

e.g. Akshada visited Delhi Mumbai Agra and Kolkata.

Akshada visited Delhi, Mumbai, Agra and Kolkata.

1. My mother bought fruits sweets and new clothes for the festival.
-

2. My mother says “Do not tell lies.”
-

3. My date of birth is 26 August 2010.
-

4. Fathima please help me.
-

Let's revisit the following sentences from the lesson. Identify the punctuation marks (“...”) used in the given sentences.

1. There is a famous saying, "God helps those who help themselves."
2. There is another saying, “Hard work leads to success.”

Read and observe the quotation marks used in the above sentences.

Quotation marks:

“ ”

We use quotation marks to enclose the exact words of a speaker, a quotation or sayings.

‘ ’

- (i) The first letter in the quotation marks should always be a capital letter.
- (ii) A comma is always to be placed before the quotation marks. Quotation marks are always to be used in pairs (“....”). It is wrong to use only one quotation mark.

II. Rewrite the following sentences inserting quotation marks and commas wherever necessary. One has been done for you.

1. Sri Vidya asked will you give your pencil?
Sri Vidya asked, “Will you give your pencil?”

2. Teacher asked what is your name?

.....

3. My sister cried I want two chocolates.

.....

4. Pavan said I will submit my progress report tomorrow.

.....

5. Who will answer this question? the teacher asked in the class.

.....

6. Sravan asked what can I do for you?

.....

Activity 9

Writing



1. Read the following details about A.P.J. Abdul Kalam.

Name : Avul Pakir Jainulabdeen Abdul Kalam



A.P.J. Abdul Kalam

Birth : 15 October, 1931 - Rameswaram,
Tamilnadu, India.

Studies : Physics and Aerospace Engineering

Works : Aerospace Scientist, 11th President of India

Death : 27 July, 2015 - Shillong, Meghalaya, India

Awards Received : Padma Bhushan (1981), Padma Vibhushan (1990),
Bharat Ratna (1997), NSS Von Braun Award (2013),
Hoover Medal (2009).

Now write six sentences about A.P.J. Abdul Kalam using the information given.

1. The full name of Kalam is _____
2. He was born _____
3. He studied _____
4. He worked _____
5. He died _____
6. He received awards like _____

Activity 10

Listening and Responding



Read the following interview of a student with a gardener.

Student : Good evening uncle!

Gardener : Good evening my boy!

Student : I want to grow a small garden at our school along with my friends.

Gardener : It's a good idea.

Student : Uncle, can I get some useful tips from you to grow a good garden?

Gardener : With pleasure, my boy.

Student : Where do you get seeds and plants for the garden?

Gardener : I get them in the market.

Student : What tools do you use in the garden?

Gardener : I use spade, shovel, watering can etc.

Student : How often should you water the plants?



Gardener : Once a day in the evening.

Student : How do you make the soil fertile?

Gardener : By using manure.

Student : Thank you very much for giving me valuable information.

Gardener : Welcome!

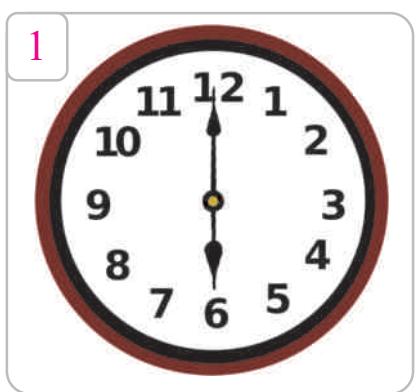
Now frame some questions to interview your grandfather or a librarian.

Activity 11

Expressing Time



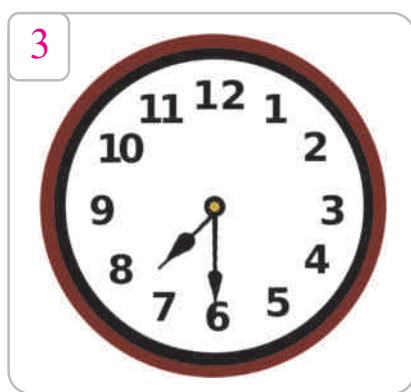
Here is Sravan's daily schedule. Go through it.



wake up from bed



brushing and bathing time



breakfast time

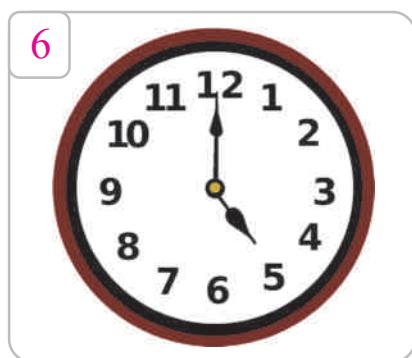




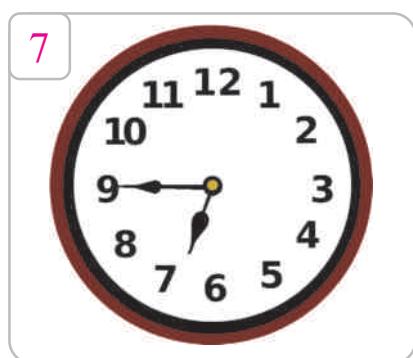
school time



midday meal time



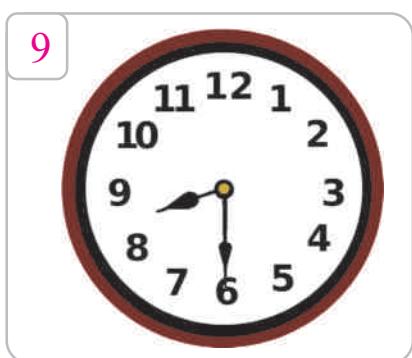
playing time



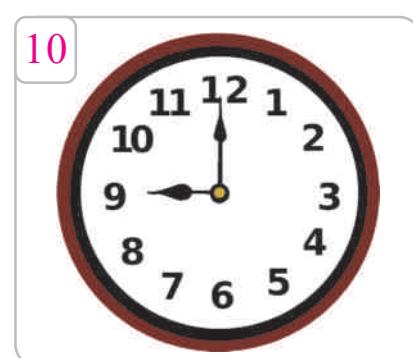
homework time



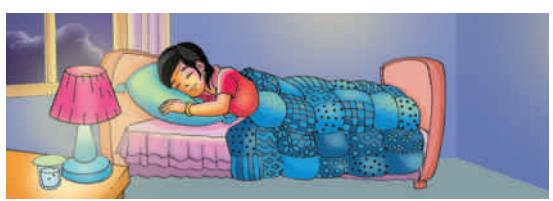
supper time



storybook reading time



sleeping time



Now respond to the following questions about your daily schedule.

- When do you get up?
- At what time do you go to school?
- How long do you stay at school?
- When do you play?
- At what time do you do your homework?
- How many times do you take meals?



Day by day I float my paper boats
one by one down the running stream.

In big black letters I write my name on them
and the name of the village where I live.

I hope that someone in some strange land
will find them and know who I am.

I load my little boats with shiuli flowers
from our garden, and hope that these
blooms of the dawn will be carried safely to
land in the night.

- Rabindranath Tagore



About the Poet

Rabindranath Tagore was a Bengali poet, short-story writer, song composer, playwriter, essayist, and painter. He was born on 7 May, 1861, Calcutta (now Kolkata), India - died 7 August, 1941, Calcutta). He is generally regarded as the outstanding creative artist of early 20th century India. In 1913, he became the first non-European to receive the Nobel Prize for Literature.



Rabindranath Tagore

Glossary

running	:	flowing
stream	:	a small narrow river
blooms	:	flowers
shiuli flower	:	<i>parijatha</i> flower

Activity (12)

Comprehension



1. Mark the sentences as true (T) or false (F)

1. The poet floats his paper boats in a small stream. ()
2. The poet lives in a town. ()
3. The poet wants someone to know who he is. ()
4. The poet loads jasmine flowers in the boats. ()
5. The shiuli flower blooms in the evening. ()

2. Read the lines from the poem and answer the questions.

1. Do you make paper boats?
2. When do you play with paper boats?
3. Why does the poet write his name and his village name on the paper boats?
4. The poet loads the boat with shiuli flowers. Why does he do so?
5. Which line of the poem do you like the most? Why?

Activity 13

Project Work



Prepare different varieties of paper boats and display them in your class.

Riddles

Who am I?

Read and find out 'Who I am' in the riddles.

- I have no feet, no hands, no wings
but I climb to the sky.

Who am I? _____



- I have two hands, but I can't clap.

Who am I? _____



- I am white when you use me,
and black when I am clean.

Who am I? _____



5

The Wondrous Women



Pre-Reading



Look at the picture and answer the questions that follow.



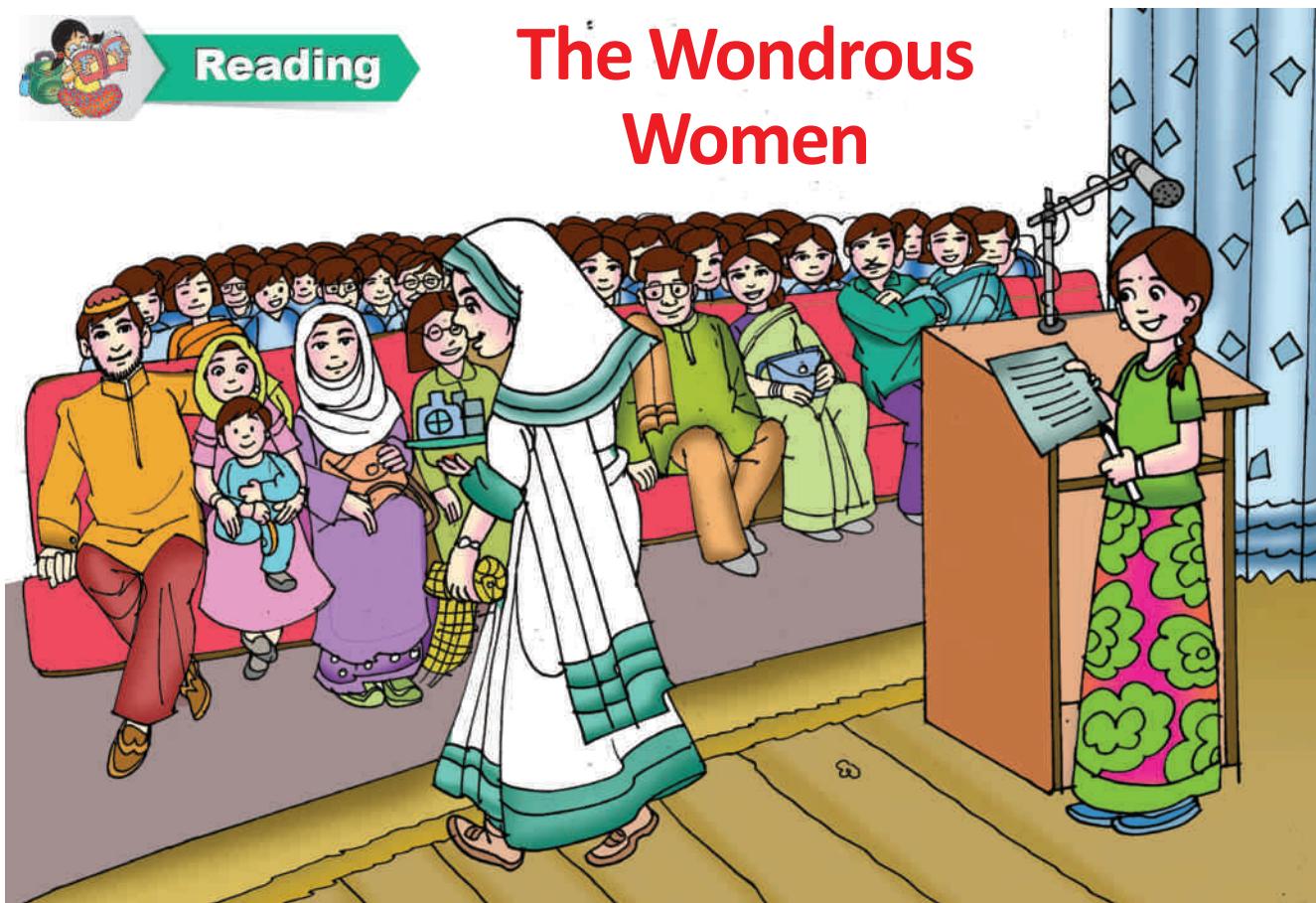
Activity 1

- Whom do you see in the picture?
- Can you guess what she is doing?
- Do you think the girl has a kind heart?
- Can you guess why she is offering her bangles? To whom?
- Have you ever offered anything to the needy?



Reading

The Wondrous Women



Hi! I am Ameena. Today we are celebrating our School Day. The **jubilant** atmosphere at school made me rush towards it. I'm very excited as my parents were invited by the headmaster on the occasion. After a long while, I'm going to see all my friends today. I sat in the first row with my brother in my lap and my parents on either side. The programme started. One after the other my schoolmates performed different activities. But out of all, the role play on the 'Wondrous Women' performed by my friends touched my heart. Now, I would like to share those dialogues with all of you.

Sravani as Mother Teresa:

Let's all be thankful to God for his mercy. I see God in every human being. Service to human is service to God. 'Helping hands are better than praying lips!' So my dear children! Serve the needy. In service alone you find true happiness. God bless you!



Revathi as Kalpana Chawla:

Hello friends! Do you know me? I am Kalpana Chawla, the first Indian woman who travelled in space. I was very excited to view the beautiful blue earth from space. Travelling in space is a wonderful experience. I believe in one thing, "Nothing is impossible if you have a strong faith." Thank you, friends!



Alekhya as Shakunthala Devi:

Hello! This is Shakunthala Devi. I love mathematics. I play with numbers. My **logical thinking, commitment** titled me as the 'Human Computer'. So, my dear children! Put your efforts to be successful in your life. Wish you good luck!



Swapna as M.S. Subbu Lakshmi:

Music is a special gift. Music **entralls** human beings as well as animals. I can say that music is magic. But one has to put in a lot of practice and effort. As you know, 'Practice makes a person perfect.' I am blessed to perform **concerts** around the world. So, children! Keep on practicing and one day you will become perfect. Bhaja Govindam!



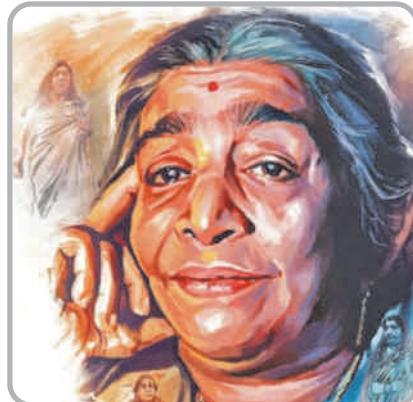
Kalyani as Yamini Krishna Murthy:

Hello, dears! I am Yamini Krishna Murthy, an Indian classical dancer of Bharatanatyam and Kuchipudi. I have a great **passion** for dance. Continuous efforts and hard work lead to excellence. So, children! **Enhance** your passions. All the best!



Sarala as Sarojini Naidu:

Hello, friends! This is Sarojini Naidu. Writing poetry is my hobby. People call me, "The Nightingale of India." Since my fourteenth year, I have been writing poetry. I say that you can also become a poet, if you have an urge, vision and creativity. I wish you good luck in all your efforts.



Latha as Jhansi Lakshmi Bai:

Bharath Mathaki Jai! I was the queen of Jhansi. Being a lady, I exhibited my courage by fighting against the British in the 1857 revolt. My dear children, 'Be brave and stand for the nation'. Good luck!



Mounika as Mary Kom:

Hai, I'm Mary Kom. I'm an Indian boxer. People call me, 'Magnificent Mary.' I'm interested in martial arts too. My attitude is, 'Don't compromise, you can do it.' A Strong mind is the key to success. Children, try to fly the Indian flag high in the arena of sports and games.

After witnessing all the events, my parents realized that education is essential. With confidence and commitment in their voice, they said, "Go ahead, my dear and prove yourself." They assured me to send me to school every day.



You must be the change you wish to see in the World.

— Mahatma Gandhi

Glossary

jubilant	: showing great happiness
logical	: following the rules or facts
commitment	: dedication to a cause
enthral	: take complete attention
concerts	: a public musical performances
passion	: strong feeling or desire
enhance	: increase
magnificent	: extremely impressive and deserving

Activity 2

Comprehension



I. Answer the following questions.

1. Who talks about service to mankind?
2. Who was titled as the 'Human-Computer'?
3. Name some dance forms you know.
4. Which revolt is mentioned in the text?
5. Why is Mary Kom called 'Magnificent Mary'?
6. What do you learn from the life of Kalpana Chawla?

II. Write the correct answer.

1. Sarojini Naidu is called _____.
 a) Magnificent Woman
 b) Human-Computer
 c) The Nightingale of India

2. Ameena was touched by the _____.
 a) dance b) songs c) role play
3. Music _____ human beings as well as animals.
 a) enthralls b) invites c) enhances
4. Practice makes a person _____.
 a) blunt b) beautiful c) perfect
5. Ameena's parents assured her to send to _____ everyday.
 a) a factory b) school c) a cinema

Activity 3

Vocabulary



I. Fill in the missing letters to form meaningful words. Write the words in the spaces provided. One has been done for you.

e.g. o _ c a s _ o n	celebration	o c c a s i o n
1. d i _ l _ g _ e	conversation	_____
2. i m p _ s _ i b _ e	not able to be done	_____
3. c _ m _ i t m _ n t	dedication	_____
4. s u c _ e _ s f u l	fruitful	_____
5. m _ t h _ m a t _ c s	numbers	_____
6. c l _ s _ i c _ l	traditional	_____
7. c _ u r _ g e	fearless	_____
8. e x _ i b _ t	display	_____
9. a t _ i t _ d e	manner	_____
10. e _ s _ n t _ a l	absolutely necessary	_____

II. Now, write sentences of your own using the given words. One has been done for you:

e.g. excited: (thrilled)

Raju was excited with the gift from his father.

1. faith: (trust)

2. occasion: (a particular event)

3. passion: (strong emotion)

4. exhibit: (display)

5. urge: (a strong desire)



Grammar

Read the following sentences.

1. Don't compromise, you **can** do it.
2. I **can** dance well.
3. I **could** exhibit my courage by fighting against the British.

What did you observe in the two sentences about the use of the words '**can**' and '**could**'?

In the first and second sentences, '**can**' is used to express the '**ability**'.

In the third sentence, '**could**' is used to express the '**ability in the past**'.

Let's see some more expressions about the use of the words 'can', 'could', 'can't' and 'couldn't':

Can I take your pen? (asking for permission)

Yes, you **can** take my pen. (giving permission)

I **can** sing, but **can't** dance. (ability - inability)

Could you lend me your pen? (asking permission in a more polite manner)

I **could** run fast when I was younger. (general ability in the past)

I **couldn't** talk till I was five. (general inability in the past)

The highlighted words 'can', 'can't', 'could', 'couldn't' are modal auxiliaries.

Activity 4

Fill in the blanks with suitable modals given in the brackets.

1. Raju is a clever boy, and he _____ solve any problem. (can / can't)
2. Last night, I was so ill that I _____ sleep. (can't / could n't)
3. John _____ ride a bicycle, when he was eight. (could / can)
4. The sweet tasted good. I _____ stop eating. (can't / couldn't)
5. Rafi can play carroms, but he _____ play chess. (can / can't)
6. Children _____ play chess in their free time. (couldn't / can)

Expressing Apology

After the school day celebrations, Ameena and her parents met the school headmaster and expressed apology for being absent for long.

Here are some ways of expressing apology.

- ◆ I am sorry!
- ◆ Please, forgive me!
- ◆ Please, accept my apology!
- ◆ I beg your forgiveness!
- ◆ I am sorry, it will not repeat again!



Activity 5

Writing



Make a possible conversation on asking apology for being late to school.

You: Excuse me, teacher! May I come in?

Teacher: _____ . Why are you so late?

You : _____ . I had to take care of my little brother at home.

Teacher : Really, you told me the same reason yesterday also.

You : _____ my brother has been suffering from fever for the past two days.

Teacher : It's alright. Manage your time to be punctual.

You : _____ !

Teacher : That's okay. You may take your seat.

Speech

On Woman's Day, Vijaya gave a speech on 'Equality'. Let's listen to it.

Respected headmaster and teachers, parents and my dear friends, welcome you all on this special occasion!

I'm Vijaya from Class five. First, I would like to greet you all 'A Happy Women's day!' I'm glad to be a part of this celebration.

Equality is giving equal rights and opportunities to everyone. Gender equality means that women and men, girls and boys enjoy the same rights, resources and opportunities. We all know women have less access to some benefits. Girls must be given importance in education. There should be equal rights to women as men in decision making. Gender equality prevents harmful practices against women.



Education is the only source which can empower girls.

Hope, we could walk towards equality.

Thank you all for giving me this opportunity.

Activity 6

Now, write a speech on Independence Day celebrations. The hints will help you to prepare the speech.

Respected and
my dear good morning!

This is from I came here to talk
about

I would like to wish you

Today, I'm glad to be a part

We all know, we have been celebrating our

since India free from
..... with the sacrifices of many
like Mahatma Gandhi,
..... and others.

Let's remember their sacrifices and be
thankful and responsible for our mother-
land.

With this, I'd like

.....
.....
.....

Jai Hind!!





Listening and Responding

Stating Plans

After the School Day celebrations, Ameena meets her friends with excitement.

They are planning for the upcoming days. Let's read about their planning:

Read out the conversation and enact the role - play:

Hey, Ameena!
What's your plan?

From tomorrow onwards I am coming to school.

Tomorrow is Sunday!

Oh! Yes! I'll check my school supplies.

Good! Will you come to school on Monday?

Yes, by all means! I got full assurance.

How will you manage your little brother?

I have no idea. Some how, my parents will manage.

When are you planning to write the notes?

I can't tell you now. I'll take help from our friends.

Good idea!
We'll help you.

Thank you.

Bye!

Bye, see you on Monday.

Activity 7

Developing a conversation on stating plans:

Imagine that you are going on a picnic with your class on Sunday. Now, develop a conversation by stating plans.

Activity 8

Speak on the following

1. Have you ever helped a needy person? How did you feel?
 2. In what way do you respect your country?
 3. How is your mother managing the family altogether?
 4. Describe a successful personality that you know.



Listening Input

Tickets, please!

In 1923, a Khadi Exhibition was held at Kakinada in Andhra Pradesh. A little girl was standing at the gate of the exhibition. She was about fourteen years old. She was told not to let anyone in the exhibition hall without a ticket.



Jawaharlal Nehru came to the exhibition grounds and wanted to go in. He had neither a ticket nor the money to buy one. The girl at the gate stopped him. "You can't go in unless you have a ticket, sir!" She told the great man. The people who had put up the exhibition came running to the gate. "Do you know,

"who you are stopping?" asked one of them. "Yes, I do," said the girl. "It is Jawaharlal Nehru. But I'm only following the rules."

Then they bought a ticket for Nehru, and he went into the exhibition hall. "The country needs a girl like her, who can do their duty with courage," said Nehru. The little girl, Durgabai grew up, worked hard and helped many people. She did many things for the welfare of women.

Activity 9

Comprehension



Fill in the blanks with the right word from the list of words given below:

Khadi Exhibition needs welfare money stopped

- Once, Jawaharlal Nehru came to the _____.

2. He had neither a ticket nor the _____ to buy one.
3. A girl _____ Nehru at the gate.
4. Nehru said that the country _____ a girl like Durgabai.
5. Durgabai Deshmukh did many things for the _____ of women.

Activity 10

Language Game



Title of the Game- Pick and Say

Required time: 15 minutes

Required material: Written topics in slips

Topics to be written on the slips:

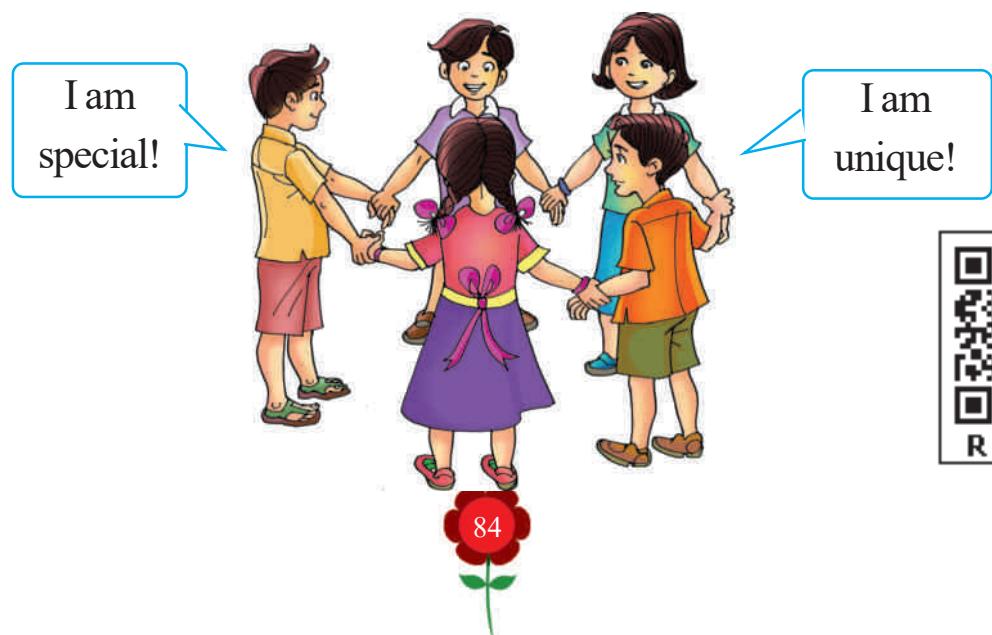
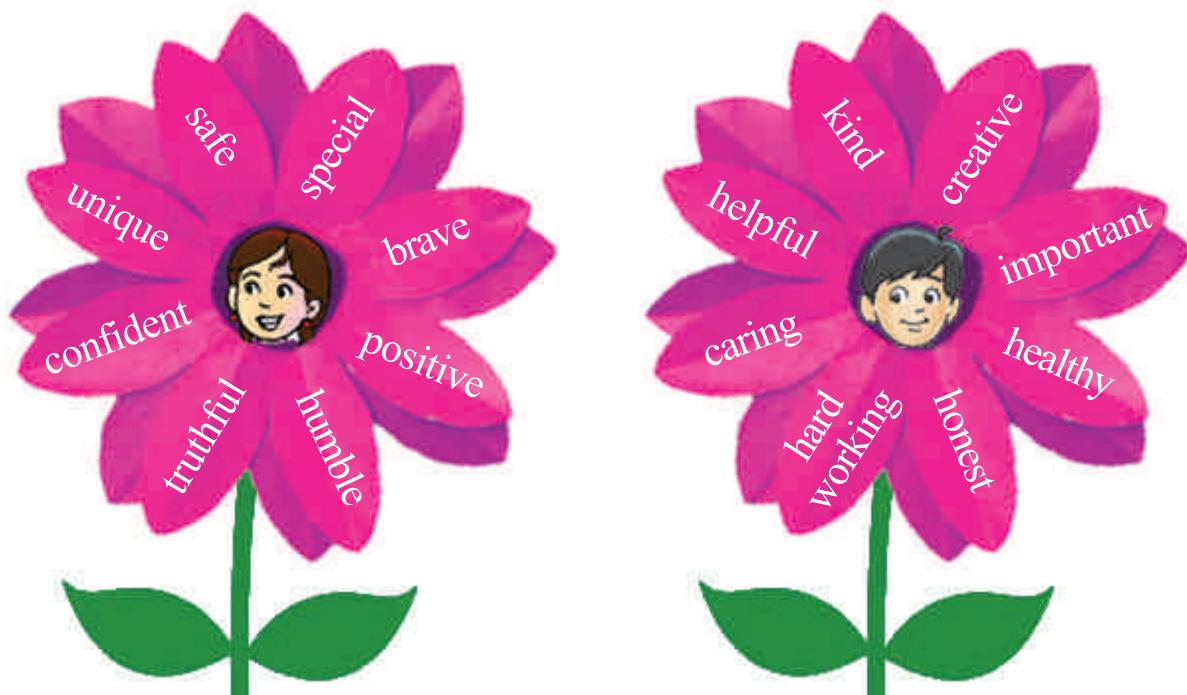
1. Talk about a sports person.
2. Talk about a singer.
3. Talk about a movie you watched.
4. Talk about a freedom fighter.
5. Talk about a great person you have seen.
6. Talk about your parents.
7. Talk about a successful woman.
8. Talk about your best friend.
9. Talk about your school.
10. Talk about your favourite hero / heroine.
11. Talk about your teachers.
12. Talk about your village / town.



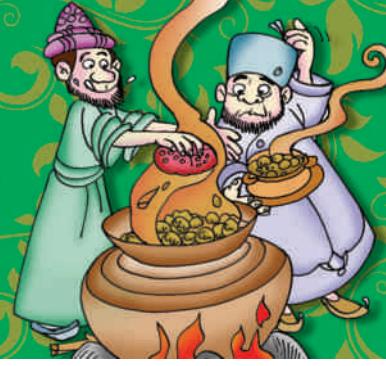
Procedure:

1. Make students sit in a circle.
2. The leader or the teacher should handle the box of slips.
3. The topics should be in the slips not known to others.
4. One by one, each student should come and pick a slip of their choice from the box.
5. They should speak on the topic in the slip that they have picked.
6. Ensure that every student should participate.
7. Encourage all the students with cheer claps.

Build your confidence!

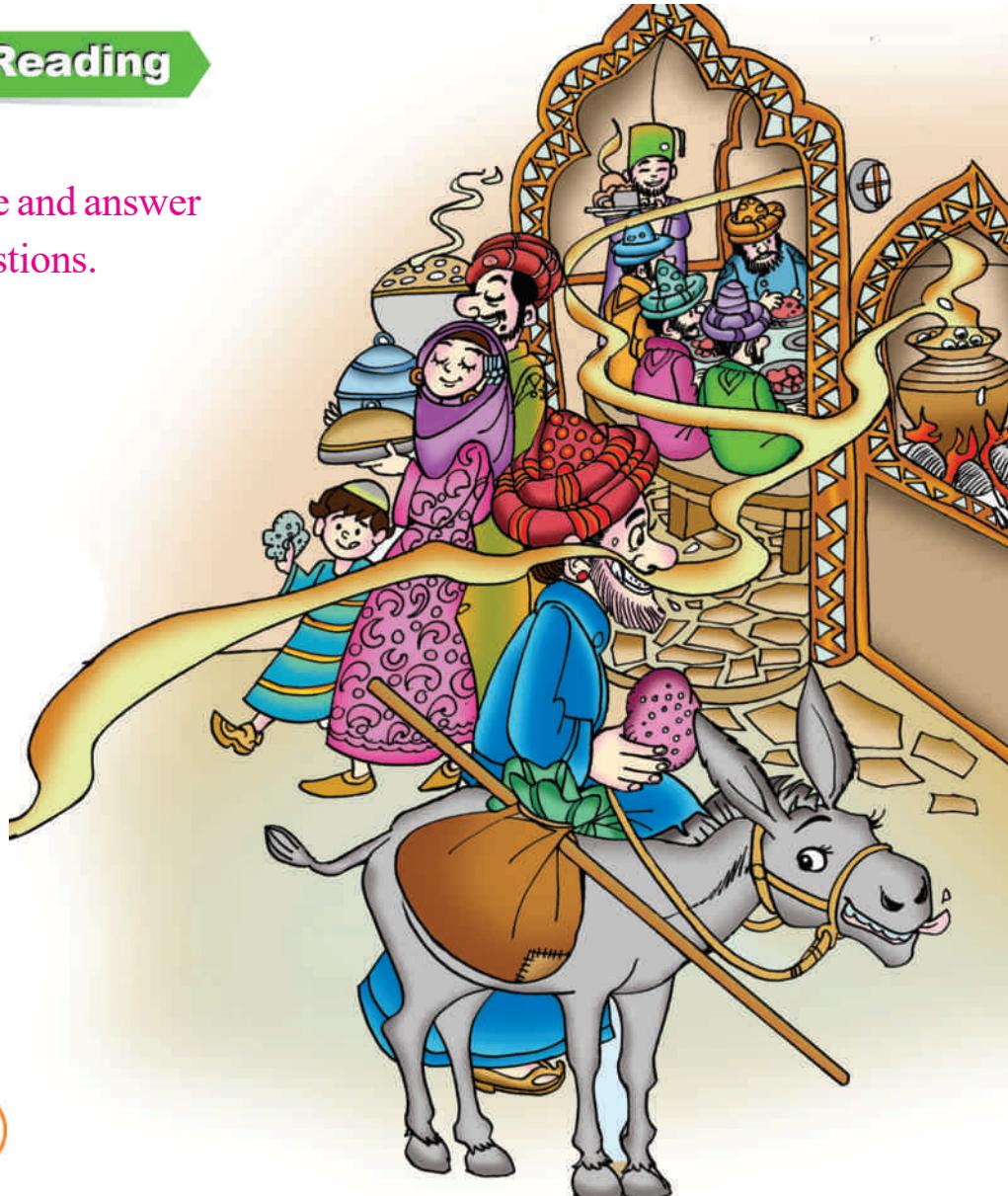


The Wise Judgement



Pre-Reading

Look at the picture and answer the following questions.



Activity 1

- Whom do you see in the picture?
- What do you think that he is carrying in his hand?
- If you have no food, during your travel where do you eat?
- What is needed to eat in a hotel?
- When there is no money, is it possible to eat in a hotel?



Reading

The Wise Judgement

A poor **traveller** was walking through the streets of a town. He had 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 around the fire, eating and drinking. On the fire, there was a large cooking-pot, full of meatballs giving out a delicious smell that would make a 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 meatballs, but the poor man turned away. "A man without money can never buy anything," he said. However, 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 how it would have tasted with the meatballs! This was only by smelling the meatballs. The eating-house keeper got angry when he saw the man doing this.

He took hold of his arms roughly and hurried him around the corner to the **magistrate**'s court. Now it so happened that Nasruddin, the '**Scholar**' was acting as the





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 to the smell of the meatballs which were being cooked in the pot. He must be forced to pay me."

The Scholar said to the traveller, "Do you have anything to say on your side?"

"I am a poor man. I cannot pay him as he wants? Please, forgive me and let me go on my way," replied the traveller.

"Don't worry! I will pay him on behalf of you," said the Scholar.

"Sir, I am grateful to you," said the traveller humbly.

The eating-house keeper felt happy and thought that he would receive a good amount of money from the Scholar.

The Scholar took two **pennies** from his pocket, put them between his hands and shook them together backwards and forward, 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 Scholar 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 Scholar put the pennies back in his pocket and answered, "Surely the sound of money is a fair payment for the smell of meatballs. I have therefore paid twice, and that is more than enough. Let this poor traveller continue his **journey**."

Glossary

traveller : a person who is travelling

customer : a person who buys things

magistrate : judge in a law court

Scholar : a learned person

pennies : coins (money)

against : in opposition to

journey : an act of travelling

Activity 2

Comprehension



I. Answer the following questions:

1. Why did the traveller's mouth water?
2. Why was the eating-house keeper angry?
3. What was the demand of the eating-house keeper?
4. How did the traveller satisfy his hunger?
5. If you were the traveller in the story, how would you respond to the eating-house keeper's demand?
6. Do you agree with the judgement of the Scholar? Why?

II. Choose the right answers to the following.

1. Only a piece of bread is left in the traveller's pocket because _____. []
 a. he spent his last penny
 b. he lost his money
 c. he gave away his money to the beggar
2. The fair payment for the smell of food is _____. []
 a. two pennies
 b. sound of the pennies
 c. look of the pennies
3. The owner of the eating house was _____. []
 a. serving his customers
 b. cleaning the tables
 c. collecting money from his customers
4. To make his bread piece tasty the traveller held his bread _____. []
 a. touched to the pot
 b. dipped in the pot
 c. over the pot
5. This eating-house keeper held the traveller hand _____. []
 a. roughly
 b. smoothly
 c. affectionately



Vocabulary

Read the following statements and observe the underlined words.

- ◆ The **meat** balls in the pot are giving a delicious smell.
- ◆ I want to **meet** my teacher.

Did you find any difference between the underlined words?

Are the underlined words same in meaning?

Are they same in pronunciation?

Are they same in spelling?

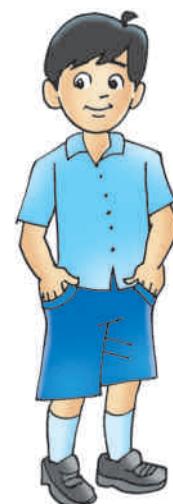


Yes, both the words are pronounced in the same way, but they are **different in spellings and meanings**, such words are called **homophones**.

Activity 3

- I. Pick out the homophones from the story that sound like the words given in the box.

here	hear
bred	
week	
peace	
four	
write	



- II. Now, use these homophones in sentences of your own. One has been done for you.

e.g. I will come *here* tomorrow.

My mother asked me to *hear* what my sister was saying.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.



Grammar

Read the following sentences.

- ◆ The poor traveller **is** continuing his journey.

Observe the underlined words. Both the subject (The poor traveller) and the verb (**is**) are in the singular form. This is the way how the subject and the verb in a sentence should agree with each other.

This means that the verb in a sentence must agree with the subject in number and person.

Now read the following sentences.

1. The pot **is** on the fire.
2. Several people **are** sitting in the eating-house.
3. “I **am** very hungry,” the poor man thought.
4. “You **are** not supposed to stand here,” the eating-house keeper told the poor man.
5. The poor man **was** walking.
6. The meatballs **were** giving a good smell.

The words underlined, show that the verb is agreeing with the subject. It means that **singular subjects take singular verbs** and **plural subjects take plural verbs**.

We use ‘is’ when the subject is singular and ‘are’ when the subject is plural. We use ‘am’ with the personal pronoun ‘I’ and ‘are’ with the pronoun ‘you’ when the verb is in present tense. We use ‘was’ when the subject is singular and ‘were’ when the subject is plural. ‘Was’ is used with the pronoun ‘I’ and ‘were’ is used with the pronoun ‘you’ when the verb is in past tense.

Activity 4

I. Complete the following sentences with **is / am / are / was / were**

1. I _____ a student.



2. The cows _____ grazing in the field.
3. Teja _____ busy at work yesterday.
4. The monkey _____ on a tree.
5. The boy _____ going to school.
6. The flowers _____ colourful.
7. Where _____ you last week?
8. She _____ unwell last month.
9. Vijay _____ my cousin.
10. I _____ good at drawing.



II. In the present tense, nouns and verbs combine in an interesting way. Nouns take ‘-s’ to the singular to become plural. But verbs drop ‘s’ from the singular form to agree with plural subject; personal pronouns ‘I’ and ‘you’ follow the same rule as plurals.

The crane eats fish

singular	singular
—S	+S



cranes eat fish

plural	plural
+ S	—S



Now fill in the blanks choosing the right form of the verbs from the brackets.

1. His classmates _____ (study / studies) before a test.
2. A lady _____ (live / lives) in a distant village.
3. One of the cookies _____ (smell / smells) nice.
4. Cats _____ (chase / chases) rats.
5. Everybody _____ (enjoy / enjoys) a good song.

Activity 5

Look at the pictures and read the sentences given below.

Past time



I was a child.

Present time



I am a girl now.

Future time



I shall be a woman.

The first picture describes the past time. The second picture describes the present time and the third picture describes the future time. It is clear from the above pictures that she **was** a child in the past, **is** a girl at present and **will be** a woman in future.

Formation of simple future tense

I
We

+ shall + verb in base form

NOTE

We use simple future tense to express an action that is going to take place in future time.

e.g. I shall come; We shall write.

You
He
She
It
They

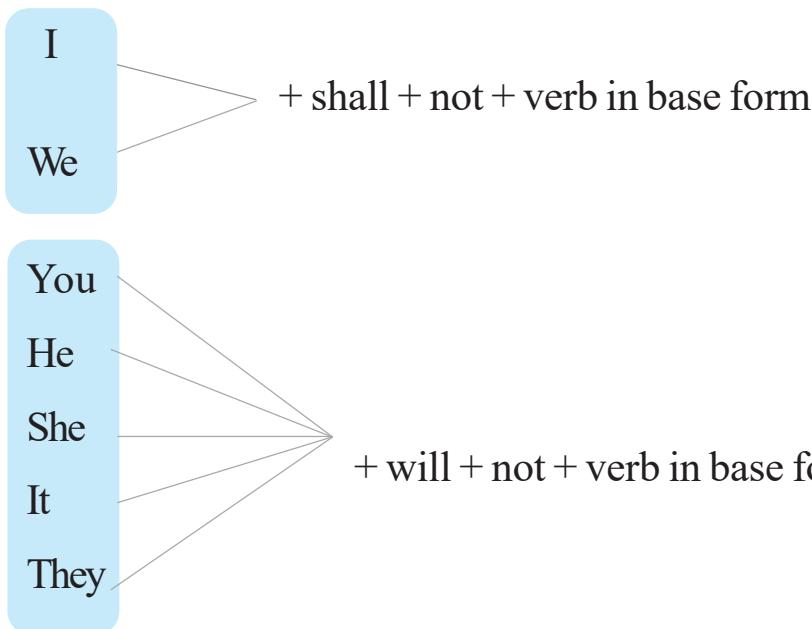
+ will + verb in base form.

- e.g.
1. You will **sing** a song at tomorrow's party.
 2. He will **dance** in a programme next week.

3. She will ***cook*** tomorrow.
4. He ***will visit*** Delhi next month.
5. They ***will go*** to Chennai next week.

NOTE

In the simple future, the main verb is always in its base form.

Formation of simple future negative :**NOTE**

In the simple future negative, the main verb is always in its base form.

Write negative sentences in future simple tense using the verbs ‘play’, ‘speak’ and ‘watch’.

e.g. I shall not play tomorrow.

We _____

You _____

She _____

It _____

They _____

Activity 6

Writing



Harika is describing her hometown Bengaluru.

I love my hometown Bengaluru because it has a cool climate throughout the year. Bengaluru was once known as Bangalore, the capital of Karnataka. It is popular as the garden city. Greenery is present everywhere. It has wide roads and tall buildings. Vidhana Soudha, Sivasamudram Falls, Tippu Sultan Fort, Lalbagh, a botanical garden, Nandhi Hills, Cubbon Park are some of the visiting places in Bengaluru.

I. Now write about your place using the clues below:

1. Your place
2. Climate
3. Places to visit

Activity 7

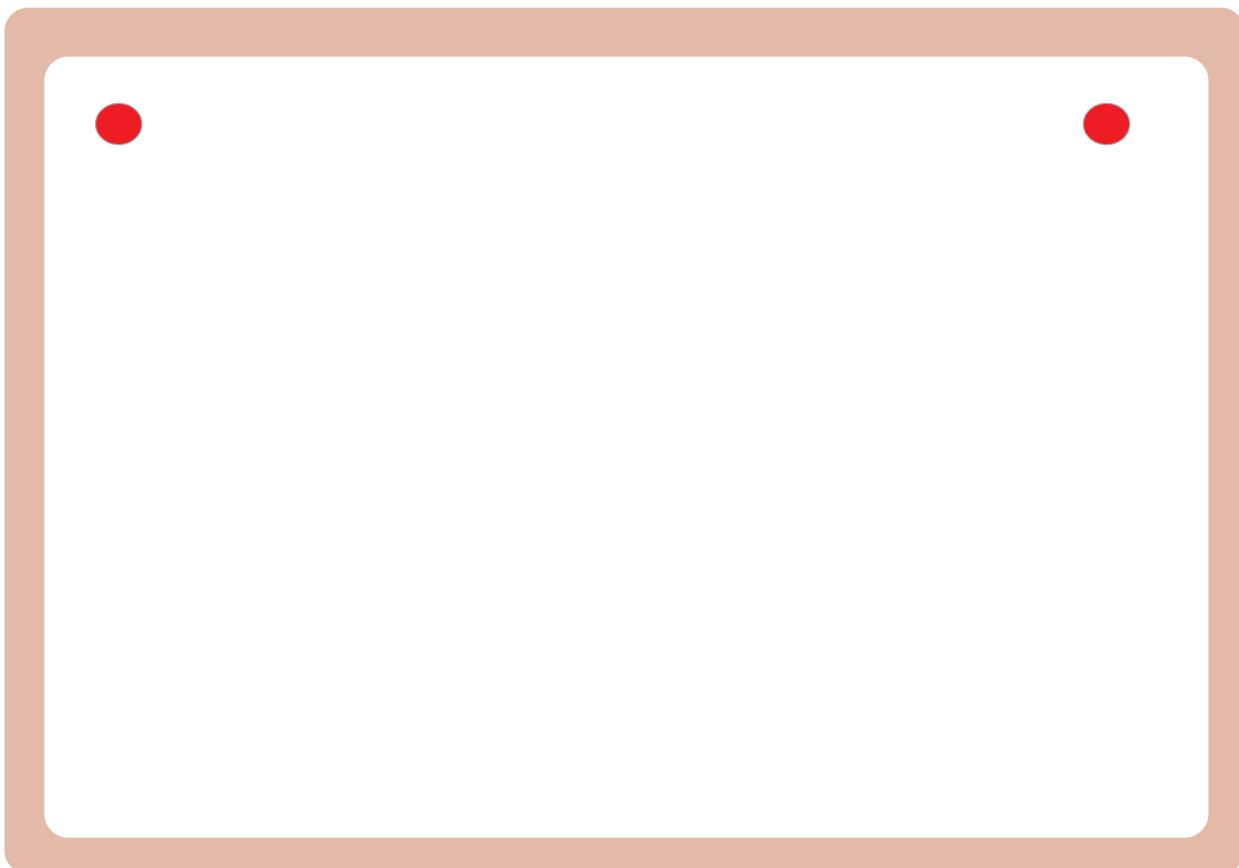
Observe the notice board in the eating-house carefully.

Notice Board

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

- *The eating-house keeper*

- II. Prepare a notice for giving instructions to be followed during the Midday Meals.



Activity 8

Listening and Responding



Eating house keeper was ashamed of his behaviour and apologized to the traveller. Listen to their conversation.

Eating-house keeper

: I am very sorry!

Traveller

: It's ok!

Eating-house keeper

: Please forgive me for taking you to the judge.

Traveller

: It doesn't matter.

Eating-house keeper

: I should have given you food.

Traveller

: Don't worry about it. Let's forget.

Activity 9

Speak on the following

- I. If you were in the place of the eating-house keeper, how would you help the traveller? Share your ideas with your partner.
- II. How would you help your friend who is feeling hungry?

III. Complete the blanks with suitable responses to make a meaningful dialogue. Practise it with your friend.

At a Hotel :

Waiter : Order, please!

You : _____ available?

Waiter : _____, _____, _____, and _____.

You : _____, please!

Waiter : It takes _____. Can you please wait?

You : No problem, _____

Waiter : I will be back within _____

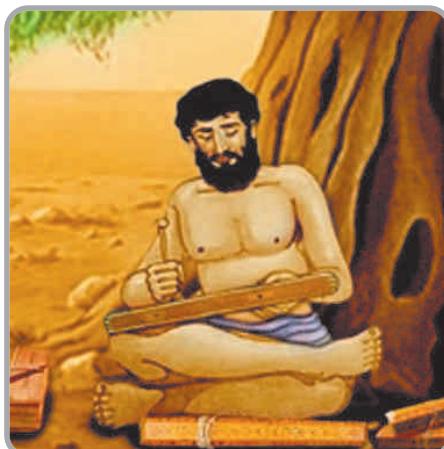


Sing and Enjoy

POEM

Vemana Poems

1. A mean person always speaks pompously,
A good person speaks softly,
Does gold reverberate the way brass does?
Beloved of the Bounteous, Vema, listen!



Vemana

2. As you sing, the melody excels,
 As you eat neem, it becomes sweeter,
 With practice, things become perfect
Beloved of the Bounteous, Vema, listen!



3. Salt and camphor look similar,
 But closure observation shows their taste is different
 Among men, virtuous people stand apart
Beloved of the Bounteous, Vema, listen!

C.P. Brown

About the Poet

Vemana Sathakam was one among them. The first edition of Vemana's poems translated by C.P. Brown was published in 1829 with 693 verses. The second edition was brought out in 1839 with 1164 poems.

Charles Philip Brown was born in Calcutta on 10th November, 1798. He was brought up with a healthy respect for all languages. The long list of his contributions to Telugu literature might seem unbelievable. At the end of his life in 1884, practically all the classics in Telugu literature were recorded, many were published and some were translated and brought to the notice of the world.

Glossary

camphor	:	karpooram (in Telugu)
virtuous	:	having excellent moral character
pompous	:	affectedly grand
reverberate	:	to ring with many echoes
melody	:	sequence of musical tones
bounteous	:	generous

Activity 10

Comprehension



Answer the following questions.

1. Which things look similar?
2. How do we differentiate virtuous people from others?
3. Who speaks pompously?
4. Why is gold more worthy than brass?
5. How do things become perfect?

Activity 11

Project Work



Choose a poem from Vemana Sathakam and translate it into English.

Riddles

1. People buy me to eat,
but never eat me.

What am I? _____



2. Feed me, and it will give me life.

But give me a drink, and I will die.

What am I? _____

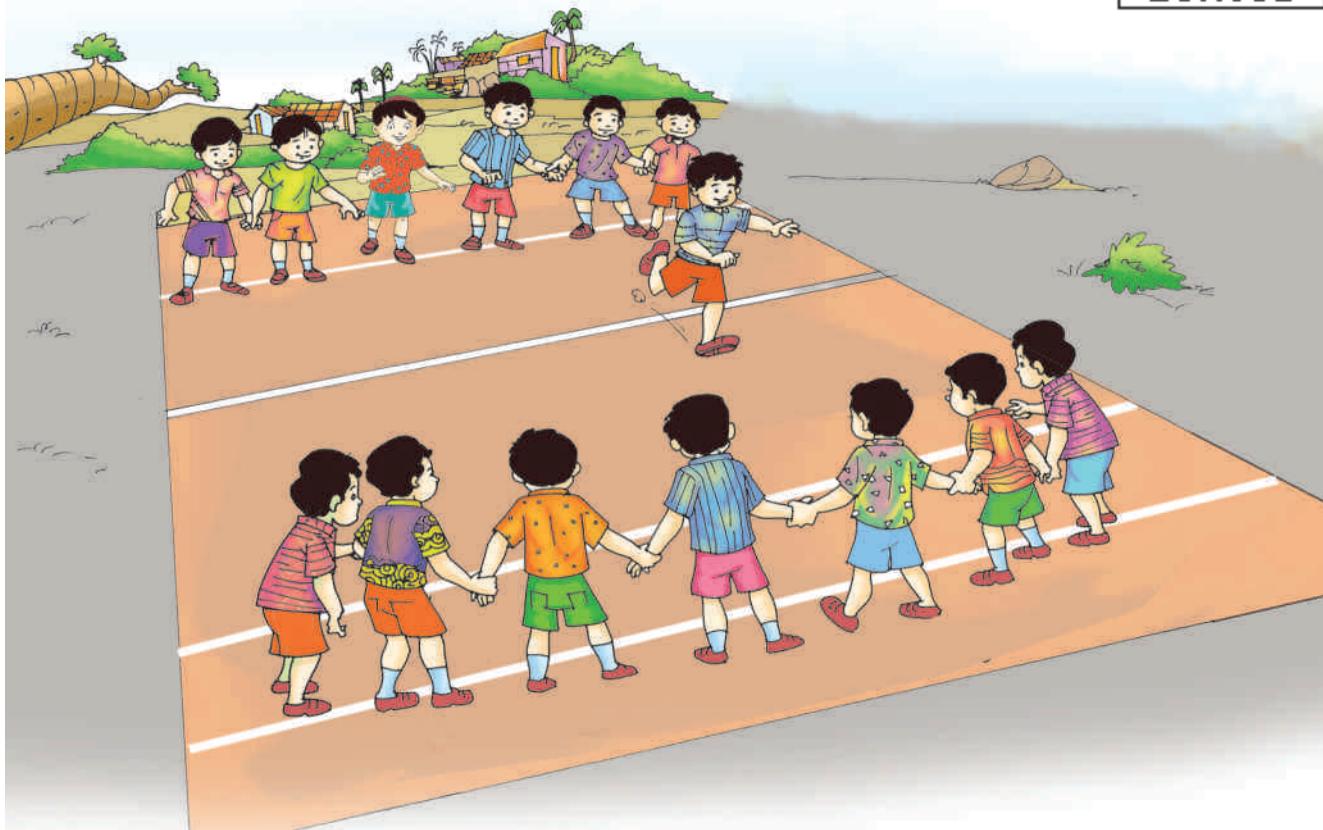


Kabaddi... Kabaddi... Kabaddi...



Pre-Reading

Look at the picture and answer the following questions.



Activity 1

1. Do you play this game at your school?
2. What is the name of this game?
3. How many players play this game on each side?
4. What do the players chant during their ride?
5. What do you need to become the best player in this game?

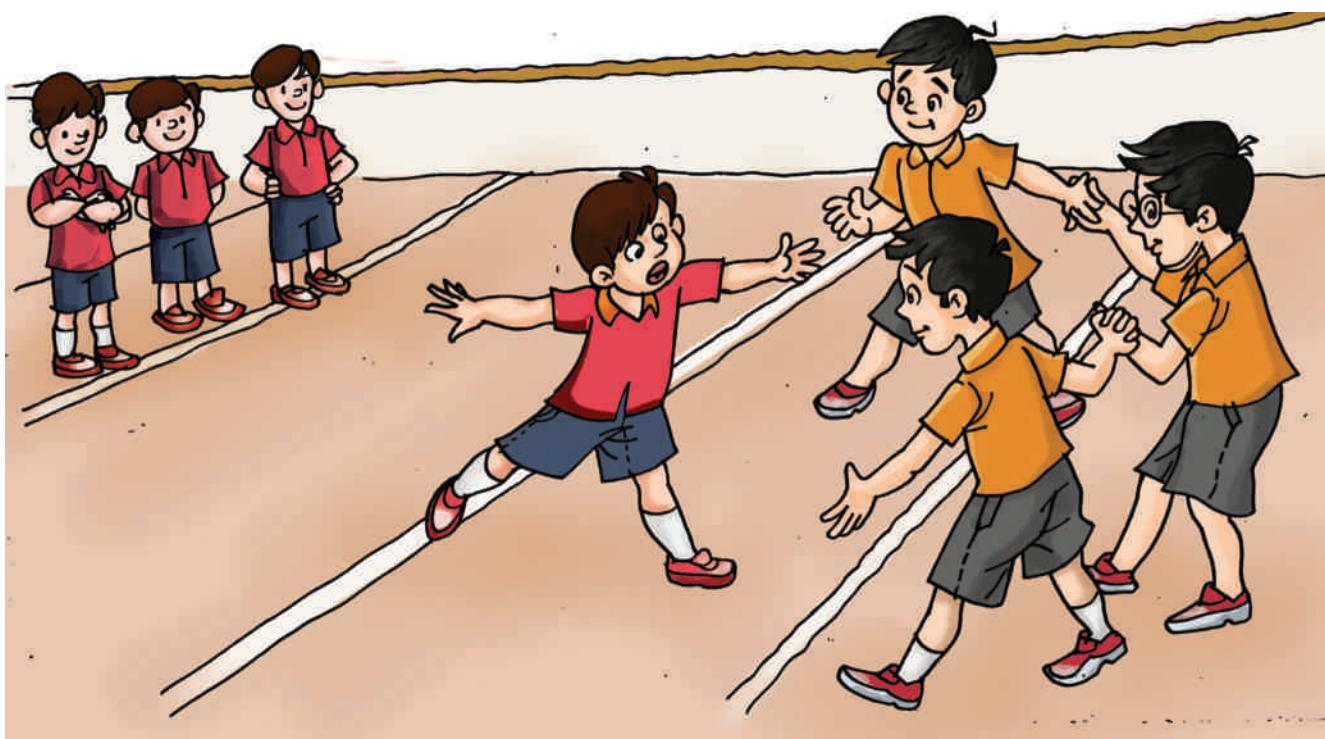


Kabaddi... Kabaddi...

Kabaddi...

We can hear the **chant** ‘*Kabaddi... kabaddi... kabaddi...*’ mostly in the villages of India. Children play this game in schools, small grounds and even in the shade of trees. It is the game of all age groups. Both the boys and girls like this game very much. During the festivals and fairs, some **organizations** conduct kabaddi competitions. The game is **widely** played in Andhra Pradesh. It is also known as *chedugudu*. Kabaddi is the official game of our state.

The game requires no specific sporting **equipment**. A small space with an even surface is just enough to play the game. Only two things are required to play this game, one is physical strength and the other is mental sharpness and quickness. The game is played with the combination and cooperation of the body and the mind. It’s known for its **agility**, lung activity, **muscular** coordination, presence of mind and quick responses. Apart from this, much team management is required. The game promotes mental and physical strength.



Kabaddi is a team game. It is played between two teams of seven players each. A court is designed on the ground with prescribed measurements. The court is divided into two equal parts with a centre line. A seven-member team on one side and another seven-member team on the other side take positions in the court. Team members of both the sides take turns to play the game in the court of their **opponents**. The player who crosses the centre line is called the **raider**. The raider holds his breath and chants, ‘*Kabaddi... Kabaddi... Kabaddi...*’ during the whole ride. The raider rides to tag (touch) the members of the other team, whereas the other team members try to **tackle** the raider. When the raider comes back, another raider from the opposite side comes and plays in his opponent’s court.

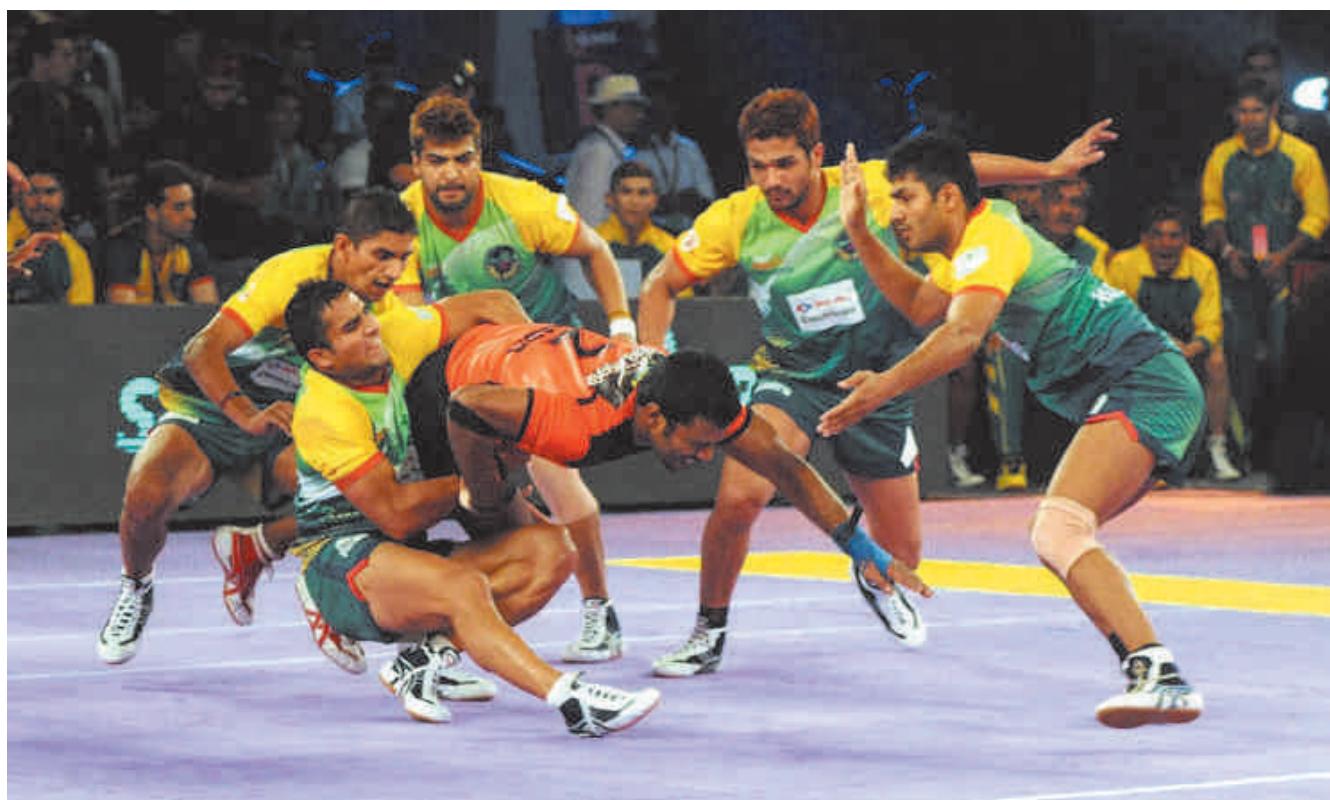
Players are declared - ‘out’ if they are tagged or tackled. And they are taken out of the game. However, for each point scored by the team, a player who has been taken out, comes back to play.

The game is played in two halves of twenty minutes each. In between the halves, there is a five-minute break. After the first half, the players exchange their sides.



It is learnt that the game had been played in pre-historic time in different forms. But, modern kabaddi game started all over India in 1930. It is a favourite game in South Asian countries. It is the national game of Bangladesh. It is also played in most of the Asian countries. Now-a-days Pro-Kabaddi (Professional level Kabaddi) has become very popular and is dearly watched on the television by all walks of people.

The game is played in the ‘Asian Games’ also and it may one day be included in the **Olympics** too.



Glossary

chant : a repeated clear sound of the word *Kabaddi... Kabaddi...* in one single breath during raid by the raider

organization : an organized group of people with a particular purpose

widely : far apart

equipment : the items needed for a particular activity

agility : ability to move

muscular : relating to the muscles

opponent : someone who competes with

raider : a person who attacks the opposite team

tackle : to make an opponent fall to the ground in order to stop them running

Olympics : a modern international sports competition, held once every four years.

Activity 2

Comprehension



I. Answer the following questions.

- What is the most popular game in rural Andhra Pradesh?
- What are the two essential things needed for playing kabaddi?
- Who is called a raider?
- When are the players declared ‘out’ in kabaddi?
- What is the meaning of Pro-Kabaddi?

II. Fill in the blanks by choosing appropriate answers.

- Kabaddi game requires _____ specific sporting equipment. (no / many)
- Kabaddi game involves _____ players at a time. (14 / 16)
- The game is played in two halves of _____ minutes each. (15 / 20)
- Kabaddi is the national game of _____ (Bangladesh / India)
- Kabaddi may be included in the _____ (Olympics / Asian games)

Activity 3

Vocabulary



I. Read the following sentences and notice the underlined words.

- * We can hear the **chant** ‘*Kabaddi... Kabaddi... Kabaddi...*’ mostly in the villages of India.
- * A court is designed on the ground with **prescribed** measurements.
 1. **Equipment** and **material** are the words with similar meanings.
 2. **Prescribed** and **recommended** are the words with similar meanings.
These words are called **synonyms**.

Here are some synonyms for you.

popular = famous

exchange = interchange

widely = broadly

promote = develop

II. Choose and write the correct synonym from the box given below.

shadow listen grip power keen

1. hold : _____
2. hear : _____
3. strength : _____
4. shade : _____
5. sharp : _____



Activity 4

I. Let's revisit the following words from the lesson.

- ◆ player = play (verb) + er (suffix) = player (noun)
- ◆ raider = raid (verb) + er (suffix) = raider (noun)

The above words **player** and **raider** are formed by adding ‘-er’ to the root word. We call such part of the word as a **suffix**. A **suffix** is a part of the word that is added at the end of a root word. Adding a **suffix** at the end of a word changes the word meaning.

- ◆ paint + er = painter - one who paints.
- ◆ preach + er = preacher - one who preaches.
- ◆ clean + er = cleaner - one who cleans.

Root word (verb)	Suffix	New word
teach		teacher
listen		
speak		
dance	- er	
hunt		
sing		
farm		
shoot		



II. Similarly we can add some more suffixes like **-able**, **-ful**, **-ness**, **-less**, **-ment** etc. to the root words to get new words.

Examples:

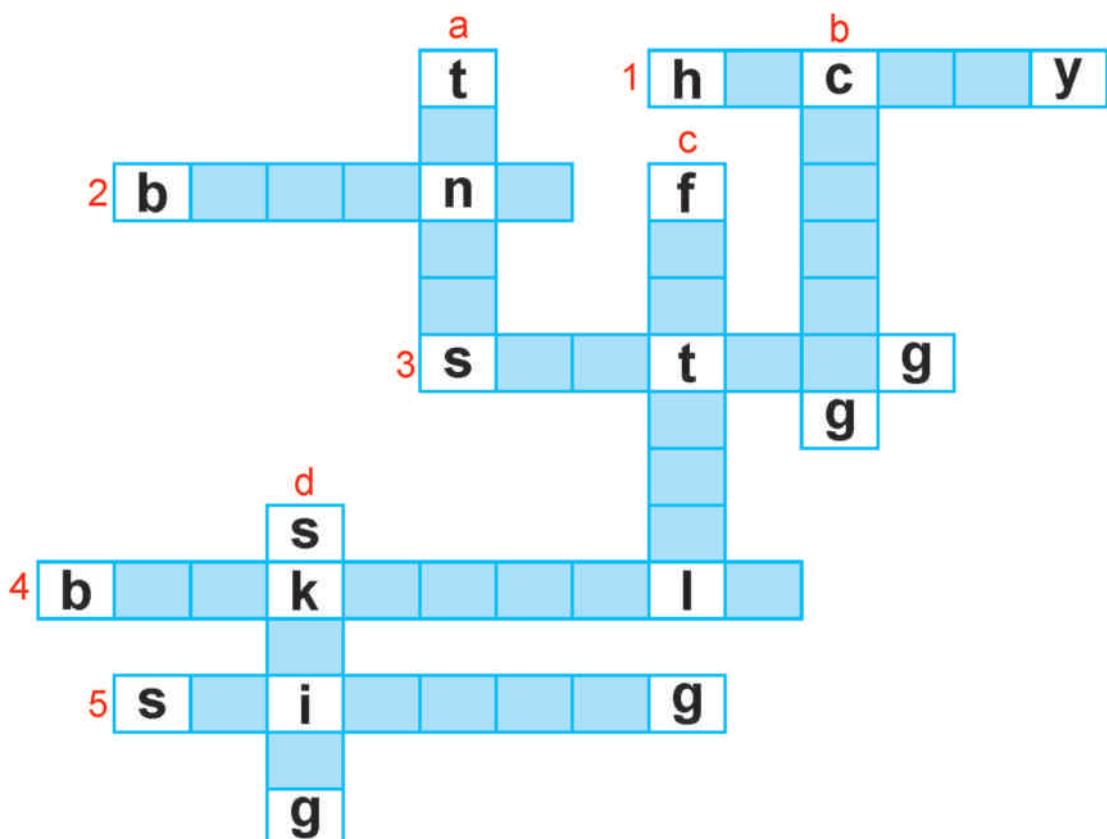
- ◆ understand + able = understandable
- ◆ success + ful = successful
- ◆ great + ness = greatness
- ◆ faith + less = faithless
- ◆ develop + ment = development

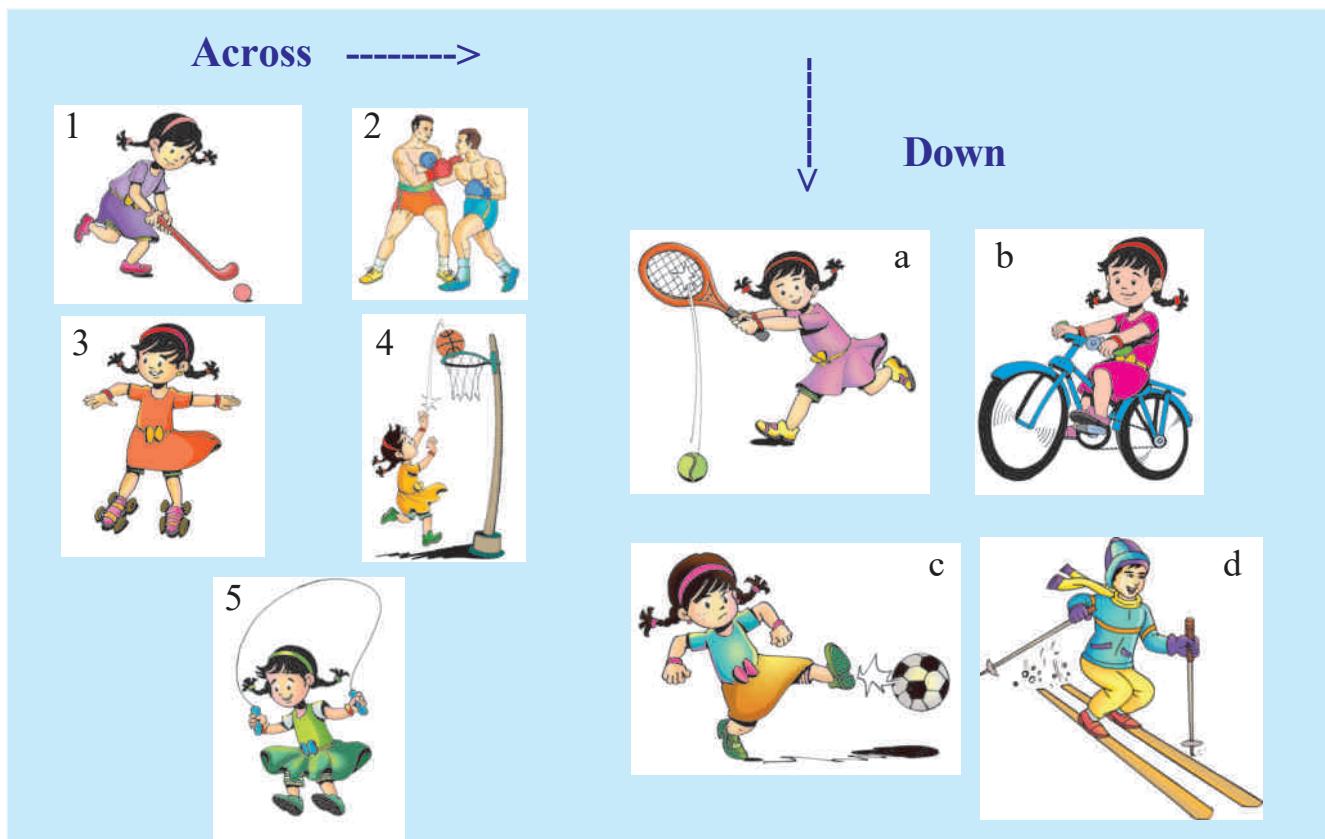
III. Make new word by joining the given suffix to the root word and write in the blanks below.

1. remark + able = _____
2. read + able = _____
3. hope + ful = _____
4. grate + ful = _____
5. fair + ness = _____
6. mad + ness = _____
7. care + less = _____
8. help + less = _____
9. entertain + ment = _____
10. improve + ment = _____

Activity 5

I. Complete the following crossword puzzle using the pictures as clues.





Grammar

I. Let's revisit the following sentences from the reading text.

- A small space with an even surface is just enough to play the game. Therefore the game can be played easily everywhere.

We use some words or a group of words to connect one sentence or idea with another. The underlined word performs some functions. And this is called a **linker**. A few linkers are given below.

Function	Linkers
example	for example, such as.
similarity	in the same way, similarly
difference	but, although
time	at the same time , after that
addition	and, as well as

I. Read the following sentences and fill in the blanks with appropriate linkers from the box given below.

as well as, in the same way, such as, at the same time, although

1. In this garden, you'll see many types of flowers, _____ rose and jasmine.
2. _____ it's loud and crowded, I love concerts.
3. The leaves of the tamarind can also be cooked and eaten, _____ as spinach.
4. She eats apples _____ oranges.
5. We are using up our natural resources and _____ polluting our environment with dangerous chemicals.

II. Identify and underline the linkers in the sentences and match them with the functions they perform.

1. The students were asked _____ () a) addition
to dress similarly for the sports day.
2. Ten seconds after that I _____ () b) example
was happily bouncing up and down.
3. He is fond of learning karate, _____ () c) similarity
but his father did not encourage him.
4. She likes to play football _____ () d) contrast
and volleyball.
5. There are so many team sports. _____ () e) time
For example, kho-kho, cricket,
football etc.

Activity 6

Read the following sentences and observe the underlined words.

1. Kavya dressed **beautifully**.
2. Mohan walked **slowly**.

In sentence 1, the word **beautifully** describes the way Kavya dressed.

In sentence 2, the word **slowly** describes the way Mohan walked.

The words, which describe the way or the manner in which an action occurs, are called **adverbs of manner**.

Most of the adverbs of manner end in ‘-ly’. They are usually formed from adjectives by adding ‘-ly’.

If we add ‘-ly’ to the noun, we get an adjective.

man – manly

time - timely

e.g. great + ly = greatly

sweet + ly = sweetly

NOTE

Adverbs of manner answers the question ‘How’. i.e., how the action happens or happened.

Answer the following questions using the adverbs of manner.

1. The teacher talks quickly, so that we cannot understand his lessons.

Q: How does the teacher talk?

Ans: _____

2. Venkat shouts loudly when he is angry.

Q: How does Venkat shout?

Ans: _____

3. Please, close the door gently when you enter a room.

Q: How should we close the door when we enter a room?

Ans: _____



4. Reading carefully helps you understand concepts better.

Q: How should we read to understand concepts better?

Ans: _____

5. Rajan welcomed them cheerfully when they visited his house.

Q: How did Rajan welcome them?

Ans: _____



Activity 7

Writing



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

1. Name of the game.
2. Why do you like it?
3. Where do you play?
4. How long have you been playing?
5. How often do you play?
6. Do you have any memorable experience? Write.



Activity 8

Read the following email from Sagar to Vijay.

New message

To: abcd@gmail.com

Subject: Going to a kabaddi match.

Dear Vijay,

All our friends have planned to go to a Pro-Kabaddi match in the indoor stadium, between Telugu Titans and Tamil Thalaivas. If you want to come, please mail. We will book a ticket for you also.

Sagar

Now write a reply email to Sagar using the following clues.

abcde123@gmail.com happy willing join kabaddi
 match book ticket enjoy match together

Now use the following template.

New message

To:

Subject:





We use different expressions to talk about our plans for the future. These plans are spontaneous and pre-decided plans.

I. We use ‘will’ to talk about spontaneous plans **decided at the moment of speaking**. See the following examples.

- ◆ I am feeling hungry; I will get snacks for myself.
- ◆ It is cloudy; I think the cricket players will stop the game.
- ◆ I am busy right now; I will call you tomorrow.

II. We use ‘going to’ to talk about plans **decided before the moment of speaking**. See the following examples.

- ◆ I am going to wear my tracksuit for tomorrow’s games.
- ◆ I am going to buy a new cricket bat for the upcoming matches.
- ◆ I am going to participate in the state-level competitions next month.

Express your future plans in the following situations.

1. You are planning to learn swimming in summer.
2. You are planning to form a kho-kho team for the next interschool competitions.
3. You are planning to organize a sports day next week.
4. You are planning to clean your playground tomorrow.
5. You are planning to play a football match next period.





Listening Input

List of instructions to follow at the playground:

1. Play safe.
2. Don't push and pull others.
3. Don't make verbal abuse.
4. Wear proper clothing.
5. Tie your shoes tightly.
6. Don't run on the slippery ground.
8. Ask a senior student for help.
9. Don't go to the playground by yourself.
10. Don't take chewing gum.
11. Stay away plants and bushes.
12. Follow game rules.
13. Stop what you are doing immediately when the whistle blows.
14. Keep the playground clean.



Activity 10

Comprehension



I. Answer the following questions:

1. What type of clothes should we wear while playing?
2. What will you do whenever you need any help?
3. What will you do when the whistle blows?
4. How should we keep the playground?
5. Can we run on the slippery ground?



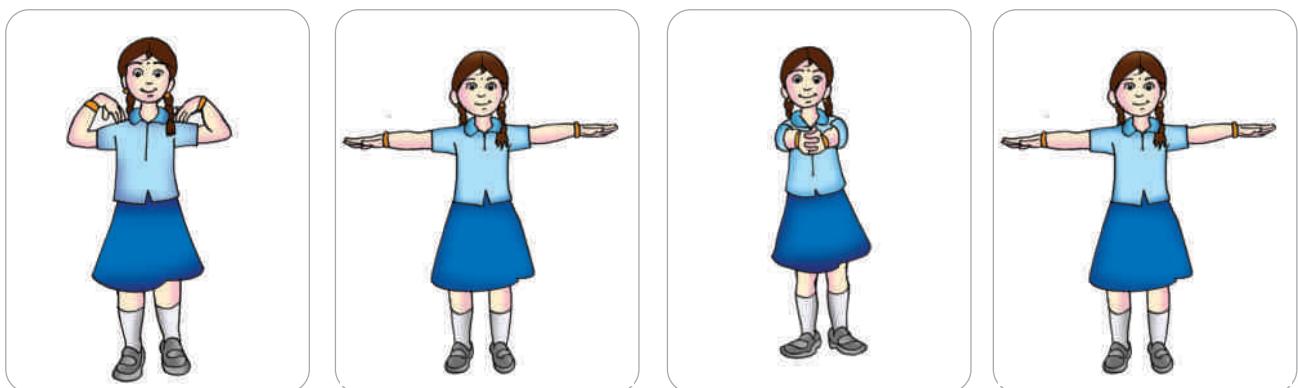
II. Let's follow the instructions given below and do the activity.

Step-1: Bend both arms and touch the right and left shoulders respectively.

Step- 2: Extend both arms to the left and right respectively.

Step- 3 : Bring both the arms in front of your body and clap hands.

Step- 4 : Then extend both arms to the left and to the right again.



Activity 11

- Divide the class into small teams.
- Write a phrase on the board,
e.g. 'She was reading.'
- Give three minutes time to the team
to write as many sentences as they
can, adding an **adverb of manner**.

e.g: She was reading quietly.

- After three minutes ask each team to read out their sentences in turns.
- Teams score one point for each correct sentence.
- Several rounds are played using a different phrase each time.
- The team with the most points at the end of the game wins.



Language Game



8

A Birthday Letter



Pre-Reading

Look at the picture and answer the questions that follow.



Activity 1

1. Can you identify the persons in the picture? Who are they?
2. What is the relationship between these two?
3. How did they serve our country?
4. When do we celebrate the birthday of the person in the picture as Children's Day?
5. How does your father express his love for you?



Reading

A Birthday Letter

Central Prison,

Naini

26 October, 1930

My dear Indira,

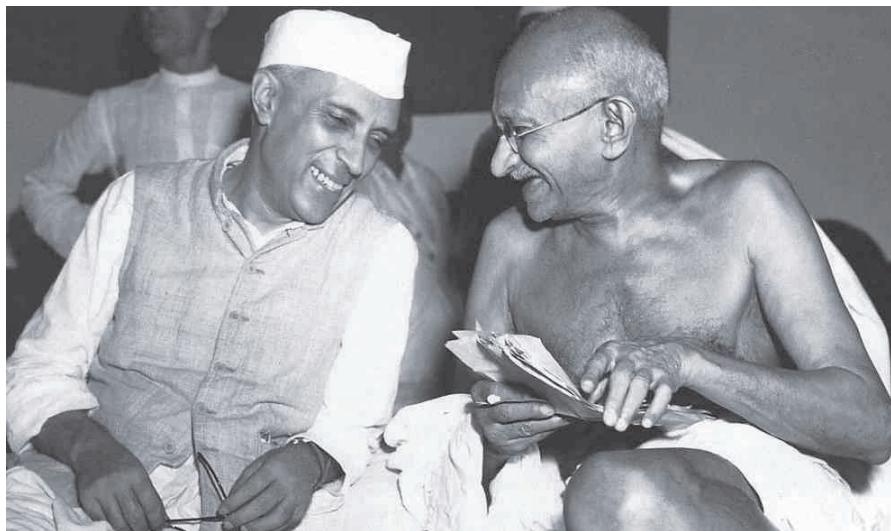
On your birthday you have been in the habit of receiving **presents** and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini **prison**? My presents cannot be very material or solid. They can be of the mind and spirit, things that even the high walls of prison cannot stop.

You know sweet heart, how I dislike **sermonizing** and **doling out** good advice. I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. None of us need to **imagine** that we have learned everything worth learning and become very wise.

Bapuji is in prison, but the magic of his message has **stolen** the hearts of India's millions. Men and women, and even little children, come out of their little



shells and become India's soldiers of freedom. In India, today we are making history, and you and I are **fortunate** to see this happening before our eyes and to take some part ourselves in this great drama.



What part shall we play in it?

It is no easy matter to decide what is right and what is not. Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows you. You know that in our great Freedom Movement, under Bapuji's leadership, there is no **room for** secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly and if you do so, my dear you will grow up a child of the light, unafraid and **serene** and **unruffled**, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter **contain** it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes,
Your loving father,

Jawaharlal Nehru

(J.L.Nehru)



"Success often comes to those who dare to act. It seldom goes to the timid who are ever afraid of the consequences."

- **Jawaharlal Nehru**

Glossary

presents	:	gifts
prison	:	jail
sermon	:	a talk on a moral subject
doling out	:	to give or deliver in small portions
imagine	:	suppose or assume
stolen	:	won
fortunate	:	lucky
room for	:	place for / opportunity for
serene	:	calm or peaceful
unruffled	:	not disordered
rest	:	remaining
contain	:	carry

Activity 2

Comprehension



I. Answer the following questions.

1. On what occasion did Nehru write this letter to his daughter Indira?
2. Why can he not send her a ‘material or solid’ present?
3. What advice did Indira get from her father?
4. Who became India’s soldiers of freedom?
5. What does it mean if you desire to hide something?
6. Who has inspired millions of Indians to fight for freedom?

II. Match the following.

'A'	'B'
The magic of Bapuji's message	sermonizing and doling out good advice.
Jawaharlal Nehru says that in our freedom movement	inspire people to do great deeds.
When the time comes, ordinary men and women	we have to respect India's honour.
Jawaharlal Nehru dislikes	become interested in a great cause.
According to Nehru, if we are to be India's soldiers of freedom	there is no room for secrecy or hiding.
Great leaders can	has stolen the hearts of millions of men and women.

Now write the sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 3

Vocabulary



1. Let's revisit the following words from the lesson

- ♦ **unafraid** and **unruffled**

These are opposite words for 'afraid' and 'ruffled' respectively. Such words or phrases which give opposite meanings are called **antonyms**.

Here are some other antonyms for you.

- | | | |
|---------|---|--------------|
| ♦ truth | × | untruth, lie |
| ♦ light | × | dark |
| ♦ brave | × | timid |
| ♦ never | × | always |



S. No.	Word	Antonym
1	great	
2	wise	
3	fortunate	
4	right	
5	little	
6	dislike	
7	easy	
8	hide	
9	friends	
10	unworthy	

Activity 4

Let's revisit the following words from the lesson.

Word	Silent letter	Pronounced as
know	K	'noh'
should	L	'shud'
talking	L	'taw king'

Silent letters are the letters in words that are not pronounced but make a huge difference to the meaning and sometimes the pronunciation of the whole word.

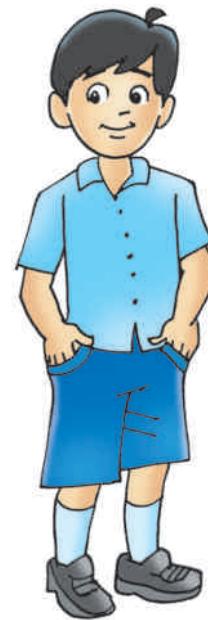
Most of these silent letters were pronounced for centuries and then they became silent but the spelling was already fixed with them.

Some more silent letters

Word	Silent letter	Pronounced as
should	L	'shud'
Wednesday	D	'venz·dei'
calf	L	'kaaf'
pneumonia	P	'nyoo·moh·ni·uh'
castle	T	'ka·sl'
knight	K	'night'
could	L	'kud'
match	T	'mach'
bomb	B	'bom'
often	T	'aw·fen'
knee	K	'nee'
hour	H	'our'

Now read the following words and identify the silent letters. Your teacher will support you with the help of the dictionary.

S.No	Word	Silent letter
1.	autumn	
2.	honest	
3.	through	
4.	comb	
5.	knife	
6.	soften	
7.	psychology	
8.	would	



Activity 5

Grammar



I. Let's revisit the following sentences from the lesson:

- ◆ I have always thought....
- ◆ Out of the discussion, sometimes a little bit of truth comes out.
- ◆ Never do anything in secret.

In the above sentences, the underlined words show how often something happens. Such words are called **adverbs of frequency**.

Adverbs of frequency are often used to indicate routine or repeated activities, so they are often used with the simple present tense.

Read the following sentences and observe the underlined adverbs of frequency.

1. We go on a vacation at least once annually.

2. I usually shop for groceries on Sunday mornings.
3. Raju is often late for work.
4. We seldom see Sravan.
5. My doctor advised me that I should brush my teeth twice daily.

Complete the sentences using the adverbs of frequency provided in brackets in their correct position. One has been done for you.

e.g. They go to the movies. (often)

They often go to the movies.

1. Chandra smiles. (never)

2. Varun watches the local T.V. channels. (sometimes)

3. Ramya listens to Hindi songs. (rarely)

4. Sagar complains about her children. (always)

5. Vani feels terrible (usually)



Conventions of Writing

Let's revisit the following sentences from the lesson.

- ◆ “What present can I send you from Naini prison”?
- ◆ “How can a letter contain it?”

A **question mark (?)** is a punctuation mark, or a symbol, that **shows that a question has ended**. Question marks can also be known as interrogation points as they end sentences where an answer or response is expected. A **question** often starts

with one of the following words -**who, what, when, where, why** or **how**, but question marks can be used with sentences that start with other words also.

Full Stops & Question Marks

- ◆ Question marks are used to mark the end of a question.
- ◆ Full stops mark the end of statements.

Activity 6

In the following sentences, either a full stop or a question mark is missing.
Add the correct punctuation mark and rewrite the sentences.

1. Why is Charan crying

2. Aunty and uncle are going out to dinner

3. The end of the story was very sad

4. Our new dog's name is Jenny

5. Who is your favourite cricket player

Activity 7

Writing



Explain to the children the format and different components of an informal letter. Encourage them to write a letter in a similar format.

The format of a letter is given to you. Give them the following instructions.

- ◆ Children, you have read Nehru's letter to Indira. Write a letter to your younger sister who writes a letter to you seeking your help for the examinations. You should include these instructions and add some of your own.

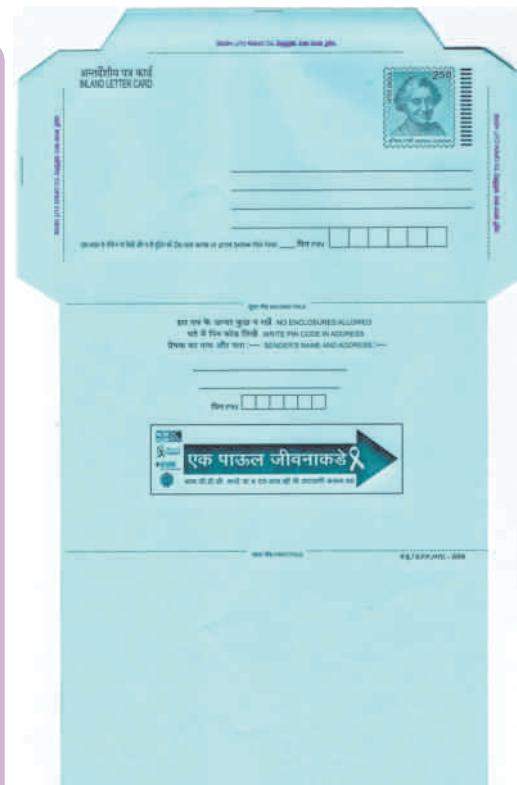
- ◆ remain cool
- ◆ don't work too hard
- ◆ sleep well
- ◆ have a healthy diet



- ◆ Now start writing a letter by following these instructions. These instructions not only help you to write a letter but also introduce you to the different parts of a letter.

Different parts of a letter

- ◆ **Heading :** Write at the top of your letter – place and date.
- ◆ **Greeting :** Write something like Hi! This tells to whom you are writing.
- ◆ **Body :** Write your message here.
- ◆ **Closing :** Write a short-expression followed by a comma.
- ◆ **Signature :** Write your name here. This tells your reader who the letter is from.
- ◆ **Address on the envelope :** Write the address of the receiver of the letter.



- ◆ Now use the following template to write your letter.

Place _____
Date _____

(Heading)

(Greeting) Hi! Dear _____,

Thanks for your letter about _____

(Body)

Here's wishing you all the best for your exams.

(Closing)

Your loving sister,

(Signature)

(Address on the envelope)

(Sister's
name)



Activity 8**Listening and Responding**

- I. Ask children to read the information in the tables to know the biography of Smt. Indira Gandhi. Encourage them to do the activity given.

Indira Gandhi was born on 19 November, 1917, in Allahabad, India. The lone child of Jawaharlal Nehru, India's first Prime Minister



On 31 October, 1984, Indira Gandhi was assassinated outside her home by two of her trusted bodyguards.

In March 1942 she married Feroze Gandhi, and the couple soon had two sons: Rajiv and Sanjay.

Indira Gandhi

1964-66 she served as the minister of information and broadcasting.

In 1966 she becomes Prime Minister after death of Lal Bahadur Shastri

Now complete the following table with the help of the information given.

Date of birth	:	_____
Married to	:	_____
Minister for	:	_____
Prime Minister after	:	_____
Date of death	:	_____

- II. Now respond on a brief biography of Smt. Indira Gandhi in your own words based on the above hints.





Sing and Enjoy

POEM

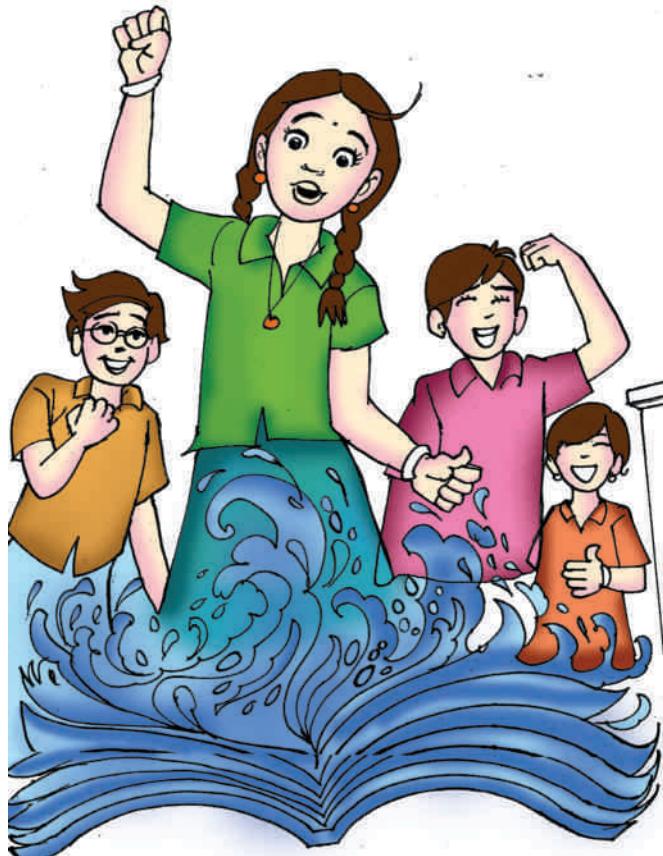
We Shall Overcome

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.

- Martin Luther King



About the Poet

Martin Luther King Jr. (15 January, 1929 - 4 April, 1968) Martin Luther King was an American Christian minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement from 1955 until his assassination in 1968. He received Nobel Prize in 1964.



Martin Luther King

Glossary

overcome : success in dealing

deep : strong

believe : to think that a fact is true

hand in hand : connected, together

Activity 9**Comprehension****I. Answer the following questions:**

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. What is the belief of the poet?
4. What does ‘deep in my heart’ mean in the poem?

II. Say these set of words aloud and ask children to listen carefully and repeat them aloud.

deep	reap	peep	beep
walk	block	chalk	stalk
afraid	prayed	swayed	made

III. Choose the best answer for each question.

1. Why does the writer repeat the words in each part of the song? ()
 a) to rhyme the sentences b) to make the idea important
 c) to match the music d) to help people sing

2. Why does the writer keep saying some day? ()
- to tell when it will happen
 - to rhyme all the lines
 - to show it is about the future
 - to show it is about today
3. What does “deep in my heart” mean in the song? ()
- what I really feel
 - how I think
 - what I like
 - how people share
4. What does “walk hand in hand” mean in the song? ()
- walking down the street
 - a parade
 - people cooperating
 - making a trip
5. The poet is ()
- hopeful
 - worried
 - afraid
 - confident

IV. Write your own answer to this question.

1. What is your favourite part of the song? What does it mean to you?
-
-
-

Activity 10

Prepare a beautiful birthday greeting card. You can use the following material.

- ❖ chart paper
- ❖ glue
- ❖ straws
- ❖ colour papers
- ❖ scissors
- ❖ sketch pens
- ❖ crayons

Project Work



BIRTHDAY GREETING CARD

Quotes

Quotes by Jawaharlal Nehru

- ◆ *"Children are like buds in a garden and should be carefully and lovingly nurtured, as they are the future of the nation and the citizens of tomorrow."*
- ◆ *"There is perhaps nothing so bad and so dangerous in life as fear."*



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