

Let's Learn English

Class - V



For Free Distribution in All Government Schools



State Institute of Educational Research and Training (SIERT)
Udaipur, Rajasthan



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Preface

In the multilingual milieu of India English has occupied the place of lingua franca between the different states of the country. So the knowledge and acquisition of competence in English is the need of the post independent India. The use of the English language in almost all the spheres of life, namely, computers, internet and several other fields has increased this need to a great extent.

The series of the text books titled 'Let's Learn English' is based on the syllabi of English approved by the state government in the light of NCF, 2005.

This text book has been designed to make the students competent in all the areas of learning in the English language. This book helps to develop the four language skills (i.e. listening, speaking, reading and writing) in the learners with the help of 'Textual Activities' designed in it for this purpose. It widens the students' knowledge through a variety of themes interwoven in the lessons in the text book. The themes range from self, family, neighbourhood, society, heroes, patriots to current state and national issues. The book also aims at making the students aware of the diverse genres of the English language by the manner of presentation of its text forms viz. description, story, dialogue, biography, process writing and one-act play which make learning a joyful and exciting experience. It evaluates the learning outcomes of the students with different activities/exercises through pair work and group work.

This text book contains two types of texts — prose and poetry. Both the texts broaden the head and heart of the students. Poetry texts provide them joy.

The themes cover the issues from local to global. They represent cultural ethos with universal values which inculcate the basic human values of love, sacrifice, kindness, cooperation, honesty, gratefulness, patriotism, hard work, tolerance and concern for others, etc. They reflect the rich and colourful culture of Rajasthan. The great personalities of our country and state have been given due place in the text book. There is a message of environment protection also. Glossary at the end of the text helps the students overcome their lexical difficulties. This increases their vocabulary also. In this book five activities have been given for the ample practice of language by the students.

Activity-I : It helps to develop and test the students' comprehension of the content and language of the lesson. It includes various types of questions – viz., true, false; yes, no; multiple choice and 'wh' questions, etc.

Activity-II : It helps to test, practise and increase the students' vocabulary through different activities.

Activity-III : This explains the topics of grammar occurring in the text through examples. The rules of grammatical items are deduced after examples. Different types of exercises for practice and test are given in this activity.



Activity-IV : This caters to develop the students' skills of listening and speaking through pronunciation practice of words and answering the questions, etc.

Activity-V : This has been designed to inculcate the writing skill in the students through paragraph writing, letter writing, story writing with the help of given hints, answering the questions and arranging the sentences of a paragraph, etc.

The poems given in the text book are meant to provide pleasure to the students and so they are to be recited with that very objective in mind. The learner with the teacher's guidance should be able to draw the main ideas of the poem.

For conducting different language activities varied unstandardised instructions, have been given at the beginning of them with a view to exposing the learners to target language in different ways and thereby enhance their linguistic competence in English.

It is hoped that this book with stimulating and elevating lessons backed up with adequate language activities will help learners learn English with pleasure by their being the centre of teaching-learning process. Suggestions for improvement of text book, if any, will be most welcomed.

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We express our heartiest thanks to all the writers, poets, publishers, websites and other resources that have directly or indirectly helped us in shaping this text book.

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शिक्षकों के लिए

साथियों, कक्षा V की अंग्रेज़ी की पाठ्यपुस्तक 'Let's Learn English' आपके हाथ में है। इस पुस्तक का लेखन इसी उद्देश्य के साथ किया गया है कि विद्यार्थियों में अंग्रेज़ी भाषा के ज्ञान के साथ-साथ अंग्रेज़ी भाषा के चारों मूलभूत कौशलों—(Listening) सुनना, बोलना (Speaking), पढ़ना (Reading) व लिखना (Writing) का विकास हो सके, जिससे वे इस भाषा में कुशलता के साथ-साथ संप्रेषण कौशल में दक्ष हो सकें।

अंग्रेज़ी भाषा में शिक्षण में आपकी भूमिका महत्त्वपूर्ण होती है। आपके शिक्षण की प्रभाविता आपकी पूर्व तैयारी एवं आपके कक्षा-कक्ष की स्वस्थ अध्यापन-अधिगम संस्थितियों पर निर्भर है। पाठ्यपुस्तक में समाहित समस्त गतिविधियाँ विद्यार्थियों की समान सहभागिता सुनिश्चित करते हुए सम्पादित की जानी अपेक्षित है। प्रत्येक गतिविधि भाषा के विशिष्ट पक्ष पर आधारित है। अतः समस्त गतिविधियाँ करवा कर आप विद्यार्थियों में वांछित भाषाई एवं संप्रेषण कौशल विकसित कर सकते हैं।

प्रत्येक पाठ प्रारंभ होने से पूर्व वाचन हेतु प्रश्न, कथन या चित्र दिये गए हैं। ये विद्यार्थियों के अनुभव व वातावरण को आपके द्वारा पढ़ाए जाने वाले पाठ से जोड़ते हैं। इस समय उत्तरों को अंग्रेज़ी में प्राप्त करने पर जोर देने की आवश्यकता नहीं है। विद्यार्थियों से उनकी स्थानीय बोली या हिंदी में भी उत्तर स्वीकार किये जा सकते हैं। बाद में धीरे-धीरे उन्हें अंग्रेज़ी में उत्तर देने के लिए प्रेरित किया जा सकता है। तत्पश्चात् आप पाठ के गद्यांशों या पद्यांशों को पढ़ें एवं विद्यार्थियों से उन्हें उचित उच्चारण, आरोह-अवरोह (intonation), बलाघात (stress), लय (rhythm), ताल (beat) इत्यादि के साथ कक्षा में व्यक्तिशः व समूह में वाचन करवाएँ।

अधिकांशतः पाठ के अन्त में 5 गतिविधियाँ दी गई हैं। इन गतिविधियों को विद्यार्थियों द्वारा समूह में या छोटे समूह में (जोड़े में) किया जाना अपेक्षित है। आपको कक्षा में विद्यार्थियों को बोलने, पढ़ने व लिखने के अधिकतम अवसर प्रदान करने होंगे, क्योंकि भाषा अधिगम में विद्यार्थियों की जितनी अधिक सहभागिता होगी उतना ही अधिक वे भाषा को समझकर उसमें दक्षता प्राप्त कर सकेंगे। पाठों का हिंदी में कम से कम अनुवाद करके पढ़ाएँ।

पहली गतिविधि पाठ की विषयवस्तु की बोधगम्यता से संबंधित है। इस हेतु विभिन्न प्रकार के प्रश्न दिए गए हैं। विद्यार्थियों द्वारा मौन वाचन के पश्चात् इन प्रश्नों का उत्तर दिया जाना अपेक्षित है। विद्यार्थियों को उत्तर ढूँढ़ने व उत्तर देने में वांछित Structure (व्याकरण के शब्द एवं वाक्य) और Lexical items (शब्द) उपलब्ध करवाएँ। उत्तर देने हेतु उन्हें बार-बार पढ़ने हेतु अवसर प्रदान करें।

दूसरी गतिविधि भाषाई शब्दों के ज्ञान व समझ से संबंधित है। इस हेतु बनाए गए विविध प्रश्नों का प्राथमिक उद्देश्य विद्यार्थियों को शब्द रचना, अर्थ एवं प्रयोग से अवगत करवाना है। इस गतिविधि का दूसरा उद्देश्य विद्यार्थियों के active, passive एवं adhoc

vocabulary के शब्द भण्डार में वृद्धि करना है। आप इस गतिविधि को पूर्ण करने हेतु उनकी सहभागिता सुनिश्चित करें। इस प्रकार विद्यार्थी सीधा हल प्राप्त न कर स्वयं प्रयास करेंगे।

तृतीय गतिविधि पाठ में समाहित व्याकरण के अभ्यास पर आधारित है। आपको व्याकरण के बिन्दुओं की परिभाषा नहीं देनी है। उदाहरणों के माध्यम से व्याकरण के बिन्दुओं को समझाना है जैसा कि उदाहरण में दिया गया है। तत्पश्चात् दिए गए विभिन्न प्रश्नों की सहायता से विद्यार्थियों से अभ्यास करवाना है क्योंकि भाषा को अभ्यास से सीखा जाता है न कि नियमों को सीखाने से। विभिन्न प्रश्नों को Pairs व Group में करवाएँ।

चतुर्थ गतिविधि में विद्यार्थियों के सुनने हेतु दिए गए शब्द, वाक्य, Poem, गद्यांश आदि सुनाए व पुनः उनसे बुलवाएँ। साथ ही, छोटे छोटे प्रश्न भी पूछे जाएँ एवं उत्तर प्राप्त करने हेतु विद्यार्थियों को प्रेरित किया जाए।

पाँचवीं गतिविधि में विद्यार्थियों को लिखने का अभ्यास देना है। बालकों से वाक्य लिखवाएँ (प्रश्नों के उत्तर के रूप में, शब्दों को वाक्यों में प्रयोग करके, आदि)। दिए गए बिन्दुओं या प्रश्न की सहायता से कक्षा को Groups में बाँटकर पेरोग्राफ लिखवाएँ। मॉडल Paragraph देकर समानांतर पेरोग्राफ या Paragraph के वाक्यों के क्रम तोड़कर उन्हें क्रमानुसार करके पुनः लिखवाया जा सकता है। चित्रों की सहायता से या Outline की सहायता से कहानी लिखवायी जा सकती है। इस तरह से पत्र लेखन, कहानी लेखन, इत्यादि भी करवाया जा सकता है। इन गतिविधियों से बालकों में उनके शब्द भण्डार एवं व्याकरण के ज्ञान को सुदृढ़ करते हुए लिखित अभिव्यक्ति के कौशल को विकसित करने में निपुणता प्राप्त होगी।

विद्यार्थियों को पाठ से संबंधित चित्र या अन्य सामग्री संग्रहित करने का भी प्रयास भाषायी ज्ञान के विकास में अत्यंत लाभकारी हो सकता है। इससे विद्यार्थियों की पाठ एवं विषय के प्रति अभिरुचि और अभिवृत्ति का विकास होगा।

आपके प्रयासों और विद्यार्थियों की सक्रिय सहभागिता से भाषा शिक्षण एवं अधिगम एक सुखद एवं फलदायी अनुभव बनाया जा सकता है। आप अपने शिक्षण कौशल से विद्यार्थियों में भाषा के कौशलों का विकास कर उन्हें भाषा में कुशल बना सकते हैं। आपका निरन्तर प्रयास व विद्यार्थियों के साथ समुचित सहयोग और मार्गदर्शन उन्हें भाषा के ज्ञान एवं उसमें दक्षता प्रदान करेगा जिसे वे दैनिक जीवन में निष्पादित कर सकेंगे।

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We shall Overcome

Recite the given lines together with your teacher.

Hum honge kaamyab,
Hum honge kaamyab,
Hum honge kaamyab ek din.
Ho ho mann mein hai vishwaas,
Poora hai vishwaas,
Hum honge kaamyab ek din.

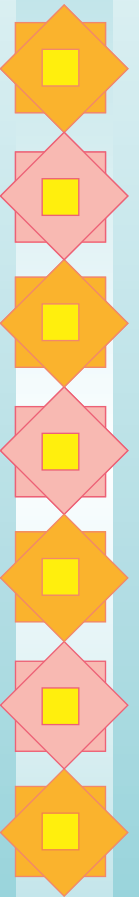
- Isn't it an inspiring song, children?
- Do you know it was translated into Hindi from English by a renowned poet, Girija Kumar Mathur?

Let's read and sing the English song here.

We shall overcome, we shall overcome,
We shall overcome someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.

We'll walk hand in hand, we'll walk hand in hand,
We'll walk hand in hand someday;
Oh, deep in my heart, I do believe,
We'll walk hand in hand someday.

We are not afraid, we are not afraid,
We are not afraid today;
Oh, deep in my heart, I do believe,
We are not afraid today.





The truth shall make us free, the truth shall make us free,
The truth shall make us free someday;
Oh, deep in my heart, I do believe,
The truth shall make us free someday.

We shall live in peace, we shall live in peace,
We shall live in peace someday;
Oh, deep in my heart, I do believe,
We shall live in peace someday.

Charles Albert Tindley

3. What does 'deep in my heart' mean?
- a. what I sometimes hope b. what I strongly feel
c. what I think d. what I like ()

B. Say whether the following statements are True or False.

1. We shall never overcome. ()
2. We'll walk separately. ()
3. The truth shall make us free someday. ()

C. Answer the following questions.

1. Why does the poet say, 'We are not afraid?'
2. Which line in the song tells you that the poet is not living peacefully at present?
3. How do you feel when you sing this song?

Activity – II

Fill in the blanks with suitable words from the box.

overcome, afraid, truth, peace

1. I always speak the
2. In the 'Tricolour' white colour stands for
3. A thief is always of the police.
4. With confidence, we can our fears.

Activity – III

Stand in a circle holding your hands together and sing this song aloud.

We shall overcome
We shall overcome....



Activity IV

This poem, which is in the form of a song, inspires us to face a tough situation with courage. A number of such songs, slogans and poems were written to inspire our freedom fighters when they were fighting for the freedom of our motherland from the British rule. Make a list of any ten such songs or slogans. For example, 'Vande Mataram'.

You may take help of your parents or teachers to complete this project.



- Can you name these yogasans?
- Which of these do you perform in the prayer assembly?
- What changes have you felt in your body after performing yogasans?

Let's learn about *pranayam* and its benefits.



Shivam and Nitin were students of class V. One day they got up early. It was a pleasant morning. They went to a park for a morning walk. They saw many people in the park. Some of them were running on the track around the park. Children were playing. In the middle of the park, some people were sitting and making different poses. Shivam wondered what they were doing. Out of curiosity, both the friends went near them.

There was a Yoga teacher who was giving instructions to others. He said, "My dear friends, let's learn *pranayam* in today's Yoga class."

"What is *pranayam*?", somebody asked.

"*Pranayam* is control and extension of the breath. By practising it, we can reduce our breathing rate. Reduced breathing rate has a lot of benefits. It slows down heart rate, reduces blood pressure and relaxes body and mind. *Pranayam* increases our life expectancy.

Pranayam should be done on an empty stomach, preferably in the morning. You can also do it in the evening but there should be a gap of four hours after the last meal."

Shivam and Nitin got interested and joined the group after seeking permission from the yoga teacher.

The teacher started listing the steps of *pranayam*.

Step – I

Sit calmly on a mat and close your eyes.



Step – II

Put left ankle on the right thigh.



Step – III

Now put right ankle on the left thigh.
(This posture is called '*Padmasan*').)



In the beginning, you may find it slightly difficult to sit in this pose. Don't worry, with a little practice, you will learn it.

Step – IV

Press your right nostril with your right hand thumb and breathe in slowly from the left nostril. Do this till your lungs are full.

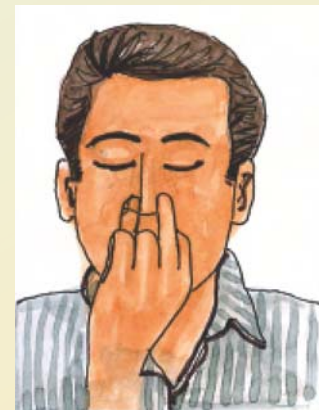
(This process of breathing in is called '*Poorak*').)



Step – V

Hold your breath for 5 to 10 seconds or only as long as you comfortably can.

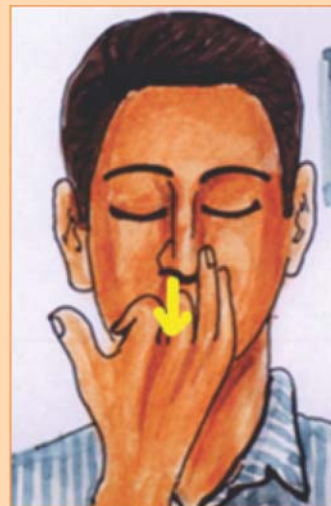
(The process of holding breath is called '*Kumbhak*').)



Step – VI

Now release the thumb and close the left nostril with your ring finger. Then breathe out slowly through your right nostril.

(This process of breathing out is called 'Rechak'.)



Step VII

Now, breathe in from the right nostril.



Step VIII

Hold your breath again.

Step IX

Now press the right nostril with thumb and breathe out from left nostril.



Step X :

You may start with 5 rounds and increase it up to 15-20 rounds.

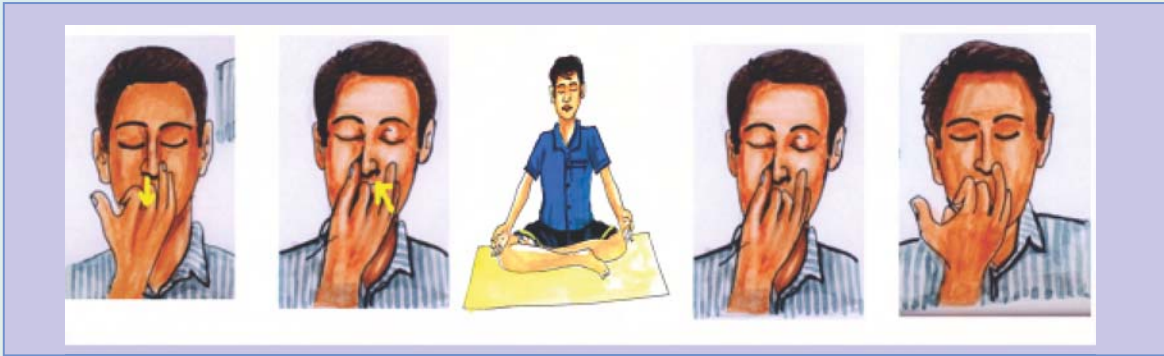
Shivam and Nitin were happy to have learnt *pranayam*. They thanked the yoga teacher and decided to come to the park and attend the yog class daily.

Glossary

pleasant	:	pleasing, enjoyable; सुहावना
track	:	a circular path for runners; दौड़ने का मार्ग
pose	:	the position in which someone stands or sits; मुद्रा
wonder	:	to ask yourself questions or express a wish to know about something; जानने को उत्सुक होना
curiosity	:	the desire to know about something; जिज्ञासा
extension	:	the act of adding to something; विस्तार
reduce	:	to make something less or smaller in size, quantity, price, etc.; कम करना
preferably	:	in a way that is more attractive or more suitable; प्राथमिकता के साथ
seek	:	to ask for advice, help, approval, permission, etc.; माँगना
calmly	:	in a way that shows you are not excited, nervous or upset; शांतिपूर्वक
slightly	:	a little; थोड़ा सा
comfortably	:	in a comfortable way; easily; आराम से

Activity – I

A. Put the pictures of different stages of *pranayam* in correct order.

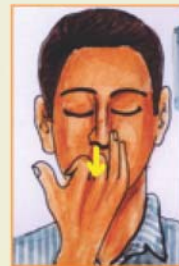


B. Match the names with the pictures.

Kumbhak

Rechak

Poorak



C. Write T for true and F for false statements.

1. Shivam went to the park with Raju one day. ()
2. They saw some people making posters in the middle of the park. ()
3. The control and extension of breath is called *pranayam*. ()
4. *Pranayam* increases our heart rate. ()
5. Evening is the best time to do *pranayam*. ()
6. *Kumbhak* is the process of holding breath. ()

D. Answer the following questions:

1. Where did Nitin and Shivam go one day in the morning?
2. What is *pranayam*?
3. What are the benefits of *pranayam*?
4. What is *poorak*?
5. How do you close your right nostril while doing *rechak*?

Activity – II

A. Fill in the missing letters to complete the words given below.

1. n _ s t r _ l

2. b r _ _ t h _

3. t h _ g h

4. t h _ m b

5. a n _ l e

6. r _ l _ _ s e

B. Complete the following sentences.

Kumbhak is

Rechak is

Poorak is

Activity - III

Look at the following sentences taken from the lesson.

- Sit calmly on a mat and close your eyes.
- You can also do it in the evening but there should be a gap of four hours after the last meal.
- Hold your breath for 5 to 10 seconds or only as long as you comfortably can.

Each of the above three sentences has two parts.

In first sentence, the two parts have been joined by 'and', in second sentence, the two parts have been joined by 'but' whereas in third sentence, the two parts have been joined by 'or'.

We use 'and' for adding information, 'or' for giving alternatives and 'but' for different information.

Complete the following sentences using 'and', 'but' or 'or'.

1. We went to the station the train had gone.
2. Most people work in day sleep at night.
3. The bus was crowded I managed to get in.
4. On a warm summer day, will you wear a black shirt a white shirt?
5. I wanted to buy a newspaper didn't have enough money.
6. We went home played Kabaddi.
7. My grandmother is eighty years old her eyes are still sharp.
8. I called him..... he did not answer.
9. Will you take milk *lassi*?

Activity – IV

The names of some body parts are given below. Your teacher will read them aloud and you will point at them.

nostrils	ring finger	lungs	middle finger
thigh	little finger	heart	legs

Activity – V

You do *Surya Namaskar* in your prayer session daily. With the help of your teacher, write the process in your notebook step by step and paste their pictures.

The Rats and the Elephants

- Are we all of the same size?
- Can a smaller animal help a bigger animal?
- You're often asked to help your younger sisters and brothers. Do you help them?
- How do your younger brothers and sisters help you?

Let's read

Long long ago, a group of rats lived happily in a forest. One day, a herd of elephants passed through that area in search of water. Many homes of the rats were destroyed under their big feet. Some rats were also killed. The king of rats, Mooshakraj



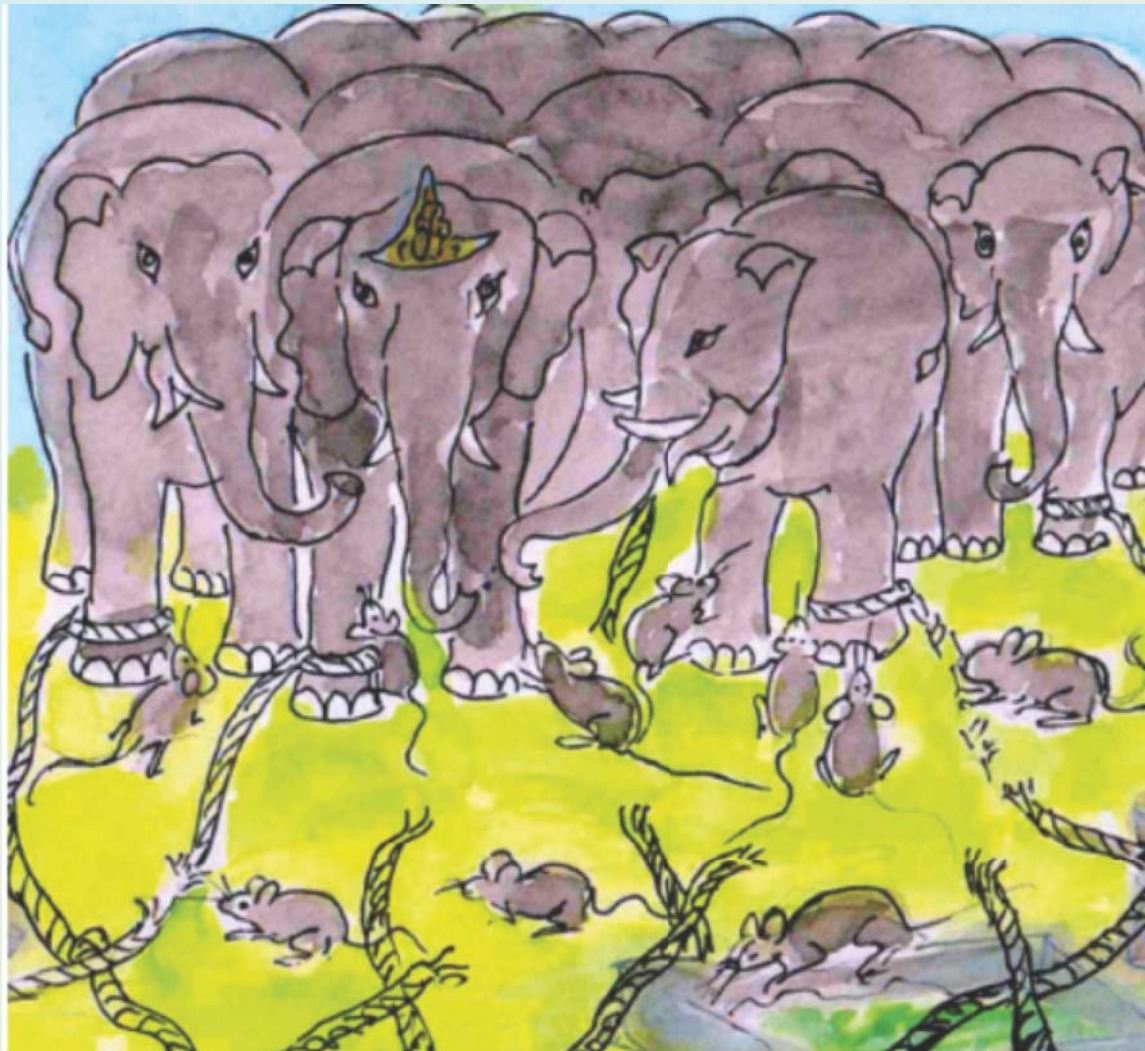
went to the king of elephants, Gajraj and requested him to take his herd through another route to the pond. He accepted the request and told the elephants to take the other way, without disturbing the rats.

Mooshakraj was very happy and pleased with Gajraj. He thanked him and promised that the rats would always be ready to help the elephants if needed. Hearing this, the elephants in the herd laughed thinking how small rats could help big elephants.

After a few months....



One fine day, when the rats were playing, they heard loud shouts of elephants coming from the direction of the pond. Mooshakraj realized that the elephants were in some danger.



He asked some of the strong rats in his group to come along, and went in the direction of that sound.

Near the pond, they saw the elephants caught in the traps kept by some hunters. The rats quickly started biting the ropes with their sharp teeth. Soon the elephants were set free. They thanked the rats and also felt sorry for making fun of their small size.

Glossary

herd	:	a group of animals of the same type; जानवरों का झुंड
destroy	:	to damage something so badly that it cannot be used; नष्ट कर देना
route	:	way; रास्ता
pleased	:	happy and satisfied; खुश
promised	:	to tell someone that you will certainly do something; वादा किया
shout	:	a loud cry of anger, fear or excitement; चिल्लाने की आवाज़
realize	:	to understand a situation; समझना
danger	:	possibility of something bad; खतरा
direction	:	the general position a person or thing moves or points towards; दिशा
trap	:	piece or equipment for catching animals; जाल या पिंजरा
hunter	:	a person who hunts wild animals; शिकारी

Activity - I

A. Write T for True and F for False statement.

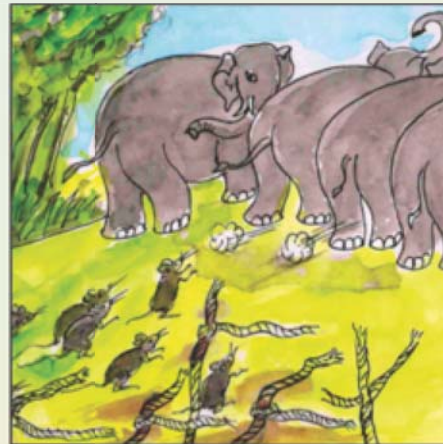
1. The elephants were very hungry. They were looking for food. ()
2. The elephants destroyed the homes of the rats because they disliked them. ()

3. The king of the rats promised to help the elephants when needed. ()
4. The elephants were shouting for help. ()

B. Look at the following images and arrange them in correct order by numbering them.



(.....)



(.....)



(.....)



(.....)

C. Answer the following questions:

1. Why did the elephants pass through the area where the rats lived?
2. Why did the king of rats request the elephant chief to guide his herd through another route?
3. Why did the king of rats promise to help the elephants when needed?
4. Why were the elephants shouting one day?
5. How did the rats help the elephants?

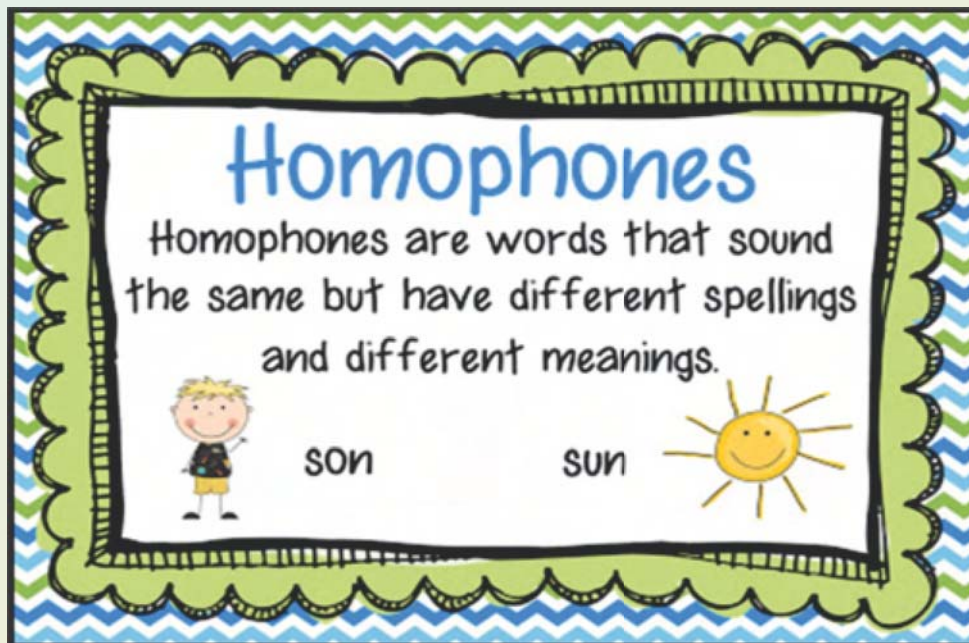
Activity – II

A. Complete the following sentences by choosing appropriate words from the box.

promise	trap	danger	herd
ready	pond	quickly	realized

1. Mahesh is always _____ to play cricket.
2. He _____ finished his homework and went out to play.
3. Yesterday, I saw a frog in the _____ behind my house.
4. My father _____ to take me to the fair today.
5. The fox was caught in a _____.
6. Suman _____ her mistake and said sorry to Geeta.

7. I saw a _____ of sheep grazing in the field.
8. The lion was about to pounce on the zebra. But the zebra sensed the _____ and ran away.
- B. In the lesson, you came across two words — 'herd' and 'heard'. Did you notice what is special about them? They have different spellings and different meanings but they are spoken the same way. That is, there is no difference in their pronunciation. Such words are called 'homophones'.



A pair of homophones is given within the brackets for each of the sentences below. Select suitable word to complete the sentences.

1. Mr Jain has a daughter and a _____. (sun/son)
2. There are seven days in a _____. (weak/week)

3. I couldn't _____ what the teacher said. (here/hear)
4. The lion ran after a _____. (dear/deer)
5. My younger sister is _____ (too/two) years old.
6. Raju will _____ (by/buy/bye) a new cap from the fair.
7. _____ your name in bold letters. (right/write)
8. Sunil _____ how to ride a bicycle. (nose/knows)
9. India _____ the final match. (one/won)
10. Carrot is a _____ vegetable. (root/route)
11. There are two _____ of plants in my garden. (rows/rose)

Activity – III

In the lesson you read,

'When the rats were playing, they heard loud shouts of elephants'.

This sentence talks about an action which took place when another action was in progress. Here are a few more examples, look at them and see how they are constructed.

1. When Sumit was doing his homework, his mother called him for dinner.
2. When we were playing football, Mohan hurt his leg.

Now, complete the following sentences using correct form of verb, given in the bracket.

1. When Monu was returning from school, he a ten-rupee note under a tree. (find)

2. When I was doing my homework, my friend
to meet me. (come)
3. When the students were making a noise, the teacher
..... them in a group activity. (engage)
4. When Meenu was feeling hungry, her mother
..... *halwa* for her. (cook)
5. When my father was taking a bath, his mobile phone
..... (ring)
6. When Nidhi was learning her lesson, her younger brother
..... a glass of water for her. (bring)

Activity – IV

Form a pair with your partner. One of you will play the role of Mooshakraj and the other one will act as Gajraj. On the basis of the story you have read, pick up suitable lines from the box below and enact a dialogue between Mooshakraj and Gajraj.

Your teacher will help you.

- Dear Gajraj. I urgently need your help.
- Yes, Mooshakraj. Tell me how I can help you.
- You and your herd passed through this way to reach the pond this afternoon, and destroyed many of our homes under your big feet. What's more, some of our rats were also crushed to death.

- That's really sad to know Mooshakraj.
- Please don't use this way, or we will suffer more death and destruction.
- But dear Mooshakraj, if we don't drink water from the pond in this hot weather, we will all die of thirst.
- Dear Gajraj, I've a solution. There's another route that leads to the pond. If you guide your herd through that route, the rats will be saved, and you can quench your thirst too.
- That's a great idea Mooshakraj. I'll tell my elephants to take the other route.
Thank you so much Gajraj. I'll not forget this kind gesture of yours.

Activity – V

Write five sentences describing how you help your elder brothers and sisters.

- Do you like wearing clean or dirty clothes?
- Do you like sitting in a clean room or a dirty room?
- If you find there is some rubbish (waste paper, wrappers of candies, etc.) lying on the floor around you what would you do?

A classroom...

Students are sitting. Raju, the class monitor, notices some bits of paper lying on the floor near Manjeet.

Let's read

Raju : Manjeet! Who has thrown these bits of paper in the class?

Manjeet : I don't know Raju. May be, some boy has thrown these scraps.

Raju : No, You are telling a lie. When I went out of the class, you were writing on a paper. I am sure these are the bits of that same paper.

Manjeet : I didn't throw them here. I threw them in the dustbin.

Raju : (loudly) No! No! No! You threw them here. Now, clean the floor.

Manjeet : When I didn't throw these bits of papers, why should I clean them?

(Both start quarrelling. Just then, the class teacher enters.)

Teacher : Boys! Why are you making a noise?

Manjeet : Sir, Raju is blaming me. He says that I have thrown these pieces of paper here. He is telling me to clean the floor also. It's not my job!

Teacher : Boys! At first be quiet and listen to me patiently.
Tell me, if your body becomes dirty, who cleans it?

All : We do it ourselves, sir!

Teacher : If your room is dirty, is it only your mother's duty to clean it? Don't you clean your room?

Raju : Yes sir, I clean my room myself.

Teacher : Good, Raju!

Neha : Sir, I also sweep my room. I fetch water with my mother from a well. I help her in the kitchen also.

Bittu : Sir, I also help my father at our shop.

Teacher : Very good, my children!

We work at home ourselves and help family members. There we don't think whether our household activities are our jobs or not. In the same manner, our school is also like our home. We live here together and study in a friendly atmosphere. Shouldn't we think of its cleanliness also? If we make it dirty, who'll clean it? I think we should do it ourselves.

Manjeet : Yes sir, I got it.

We'll all make our classroom and school clean.

All : The school is ours, Let's clean it carefully, my friend, we won't leave a bit.



(They all start arranging the tables and benches. Then they wipe the doors and sweep the floor.)

Raju : I will remove all,
The cobwebs on the wall.
Using a stool,
I'll clean my school.

Neha : I'll sweep the floor,
And wipe the door.
Using a broom,
I'll clean my room.



All : We'll grow flower plants,
With teachers and aunts.
School is our temple,
Knowledge is ample.



Teacher : You are all right,
Let's make our school bright.
If we are dutiful,
Bharat will be beautiful.

Glossary

- scraps : small pieces of paper, cloth, etc.; टुकड़े
blame : to say or think that someone did something wrong; आरोप लगाना
household : connected with a house; घरेलू
remove : to take away something from its place; हटाना
cobweb : a structure made by spiders to catch insect; मकड़ी का जाल
broom : a brush with a long handle, used for cleaning the floor; झाड़ू
ample : more than enough; प्रचुर

Activity – I

A. Choose the correct alternative.

- Raju and Manjeet were quarrelling over.....
a. water
b. bits of paper
c. pencils
d. cobwebs ()
- We should our parents.
a. not help
b. disobey
c. ignore
d. help ()

B. Write T for true and F for false statements.

- Raju and Bittu were quarrelling. ()
- Neha fetched water with her mother from a pond. ()
- With dedication to our duty we can make Bharat beautiful. ()

4. We should throw bits of papers in the classroom. ()
5. The atmosphere of the school should be friendly. ()

C. Answer the following questions.

1. What is the name of the class monitor?
2. Who helps his father at the shop?
3. Is Neha a good girl? How?
4. Whose duty is it to keep our surroundings clean?
5. Where should we throw bits of papers or garbage?

Activity II

A. Choose the correct word from the box and fill in the blanks.

quiet dirty floor cobweb broom

1. A spider makes on the wall.
2. Pooja washed the clothes in the washing machine.
3. There was nobody in the class. It was almost
4. With the help of a, I clean my room daily.
5. The peon mixed some floor cleaner in the water and then wiped the

B. Match the following things with the works they are used for.

A

piece of cloth
broom
chalk
dustbin
stool

B

to throw garbage in
to wipe the floor
to sit upon
to clean dirt / dust
to write on the blackboard

C. Arrange the jumbled letters to make meaningful words:

- a. ceobwb
- b. sparcs
- c. borom
- d. tmpele
- e. mitoonr

Activity – III

Listen to these words spoken by your teacher and speak them aloud.

stool

school

rule

look put cook
floor door four
right bright sight

Did you notice every group of words has similar ending sound? Now speak the words given below and find out the word with a different sound (for the underlined letters) in each of the groups.

1. a. moon b. book c. soon d. cool ()
2. a. nine b. kite c. print d. light ()
3. a. cut b. cup c. put d. bus ()
4. a. loudly b. out c. should d. proud ()
5. a. to b. know c. so d. no ()

Activity – IV

Look at the following sentences and understand the meaning of the underlined word.

- Raju said, "I clean my room myself."
- The teacher said, "We should do our work ourselves."

In the first sentence 'myself' shows that 'Raju' cleans his room (not anybody else). Similarly in the second sentence 'ourselves' shows that 'we' do it (not anybody else). This kind of pronoun is called an emphatic pronoun.

Now complete the following sentences by choosing suitable emphatic pronouns from the box.

- | | | |
|-----------|------------|------------|
| myself | himself | herself |
| ourselves | themselves | yourselves |

Teacher : Who completed your homework? Meena.

Meena : Sir, I did it

Teacher : And who completed your brother's homework?

Meena : Sir he completed it

Teacher : Okay. So you do your homework

Meena : Yes sir, we all do our homework

Teacher : Who completes your sister's homework?

Meena : She is in class VIII. She does it

Teacher : And what about your friends? Who completes their homework?

Meena : Sir, they also do their homework

Teacher : Very good. You are all good students.

Activity–V



Have you heard about *Swachh Bharat Abhiyan*? Who launched it and when?

How can we help to keep our school and colony clean? Discuss among yourselves. Make groups and clean your school. Write in your notebook how you felt after contributing to '*Swachh Bharat Abhiyan*'.

Adding Colours

- Do you like drawing?
- Which is your favourite colour?
- Do you know we can get various other colours by mixing two different colours?

Let's read this colourful poem and find out how



Adding white to black we get grey
Every day to God we should pray.
Adding yellow to blue we get green
Our house should always be tidy and clean.

Adding white to red we get pink
Morning and evening milk we must drink.

Adding yellow to red we get orange
After buying something we should count the change.

Adding blue to red we get purple
Mummy and Papa make a lovely couple.

~ Unknown



Glossary

- tidy : arranged neatly and in order; सुव्यवस्थित
buy : to get something by paying money for it; खरीदना

- count : to calculate the number of people or things in a group; गिनना
- change : the money that you get back when you have paid for something giving more money than the amount it costs; बचे हुए पैसे, खुल्ले पैसे, रजगारी
- purple : the colour of blue and red mixed together; बैंगनी
- couple : husband and wife; पति-पत्नि

Activity – I

A. Fill in the blanks.

1. We can get grey colour by adding black to
2. To get green colour we should mix and yellow.
3. If we mix red and colours, we will get purple colour.

B. Answer the following questions.

1. Which colours do you need to get pink colour?
2. What colour is the milk?
3. How can you get orange colour?
4. Why should we count the change after buying something?

Activity – II

A. Match the colours with their names.

Colours

Names of colours



Green

Pink

Purple

Blue

Yellow

Red

Orange

Grey

B. Rhyming words are the words that end with same sound. For example, pen – ten.

Write the words from the poem that rhyme with the words given below.

1. tray
2. screen
3. think

Activity – III

Say these words aloud.

- | | | | | |
|----|-------|--------|-------|-------|
| 1. | red | head | said | bed |
| 2. | black | pack | rack | back |
| 3. | blue | you | two | shoe |
| 4. | white | height | right | light |

Activity – IV

1. Go to the vegetable market with your parents and make a list of the vegetables that you see there. Now write the colours of these vegetables against their names.
2. Draw a rainbow (*Indradhanush*). Do you know the acronym for the colours of the rainbow? It is, VIBGYOR. Now write the names of the colours beginning with the letters of VIBGYOR.

v

i

b

g

y

o

r

The Dussehra Festival

- Which festivals do you celebrate?
- Which festival is celebrated as victory of good over evil?
- On which festival do we burn effigies or *putlas*?

Let's read why we celebrate Dussehra. What is the story behind it?



In India many festivals are celebrated with great zeal. Dussehra is one of them. It is also called *Vijayadashmi*. According to Hindu

calendar, Dussehra occurs on the tenth day of 'Ashwin month' 'Shukla Paksha'.

On this day Lord Ram got victory over Ravan, the king of Lanka. He kidnapped Ram's wife Sita and took her to Lanka. This led to a fierce battle between Ram and Ravan which ended with the defeat of Ravan and his army. Dussehra is celebrated in honour of Ram's victory.

In many parts of India, Ramleela is organized during Navratri, from Ashwin Shukla Pratipada to Dashmi. Ramleela describes the story of Ram in the form of a drama. Every day many scenes of Ram's life such as Narad Moh, Ram Janm, Ram Vivah, Ram Vanvas, Tadka Vadh, Panchvati scene, Seeta Haran, Hanuman Milan, Burning of Lanka, Setu Nirman and Ram-Ravan Yuddh are enacted on the stage. Hanuman's get-up attracts everyone especially the children.



On the tenth day, large effigies of Ravan, his son Meghnad and his brother Kumbhkaran are erected on a big ground. These effigies are stuffed with fire crackers. In the evening people begin to assemble to see Ravan Dahan and fireworks.

Fairs are organized at various places on this auspicious occasion. Children enjoy themselves in many ways. They play the roles of various characters like Ram, Hanuman and Rakshasas using handmade paper arms and masks.

At sunset Ram and Lakshman come in a chariot with Vanar Sena. Ram shoots arrows at the effigies. The effigies catch fire and burn to ashes. Fireworks and crackers explode in the air. People in some areas of Rajasthan go to greet each other. Dussehra is a symbol of victory of good over evil.



Glossary

- zeal : enthusiasm; उत्साह
- kidnap : to take someone away by force illegally; अपहरण करना
- honour : great respect and admiration; सम्मान, आदर

- victory : an occasion when you win a war, game, competition, election, etc.; जीत, विजय
- organize : to arrange for something; आयोजित करना
- enact : to perform a play or act a part in a play; अभिनीत करना
- get-up : a set of clothes, especially strange or unusual ones; पहनावा
- stuff : to fill something tightly; ढूँसना
- fireworks : आतिशबाजी; पटाखे
- erect : to build a building, wall, or other structure; खड़ा करना
- firecracker : small firework; cracker; छोटे पटाखे
- assemble : to come together in a single place or bring parts together in a single group; इकट्ठा होना या करना
- mask : something that covers your face and has another face painted on it; मुखौटा
- chariot : an open vehicle with two wheels, pulled by horses, used in ancient times in battle and for racing; रथ
- symbol : a person, an object, an event, etc. that represents something else; प्रतीक
- explode : to burst loudly; विस्फोटित होना, फूटना
- evil : having a harmful effect on people; morally bad; बुराई
- ashes : what is left after something has been destroyed by burning; राख

Activity – I

A. Choose the correct alternative-

- Which festival is also called *Vijayadashmi*?
 - Deepawali
 - Holi
 - Dussehra
 - Rakhi ()
- Dussehra is the festival of....
 - victory of good
 - victory of evil
 - victory of immoral
 - victory of *rakshsas* ()

B. Write 'Yes' in brackets if you agree or 'No' if you don't agree with the following statements.

- Dussehra comes in *Krishna Paksha*. ()
- Ramleela* describes the story of Ram. ()
- Dussehra is celebrated on *Ashwin Shukla Dashmi*. ()

4. We should follow 'good' and give up 'evil'. ()
5. Hanuman's get-up attracts children. ()

C. Answer the following questions.

1. Why do we celebrate Dussehra?
2. What is *Ramleela*? Which scenes are enacted on the stage?
3. How do children enjoy on Dussehra?
4. What was Ravan's fault?

Activity – II

A. Choose the correct word from the box and fill in the blanks.

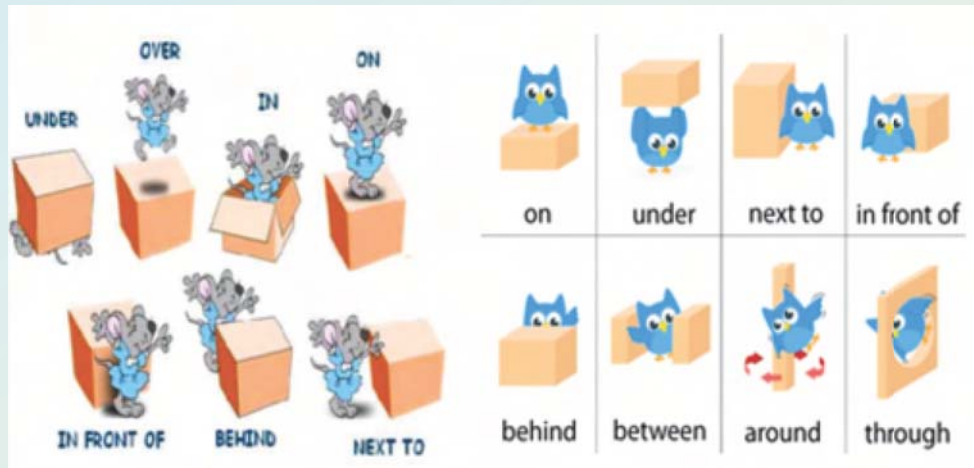
victory perform masks arrow crackers

1. We explode on Deepawali.
2. Actors come on the stage andtheir act.
3. Children like to wearof their favourite characters.
4. India gotover Pakistan in the Kargil War.
5. Arjun aimed hisat the bird's eye.

Activity – III

A. Look at these pictures and observe the position of

the mouse and the owl.



In the first image....

- The mouse is under the box.
- The mouse is over the box.
- The mouse is in the box.

.....

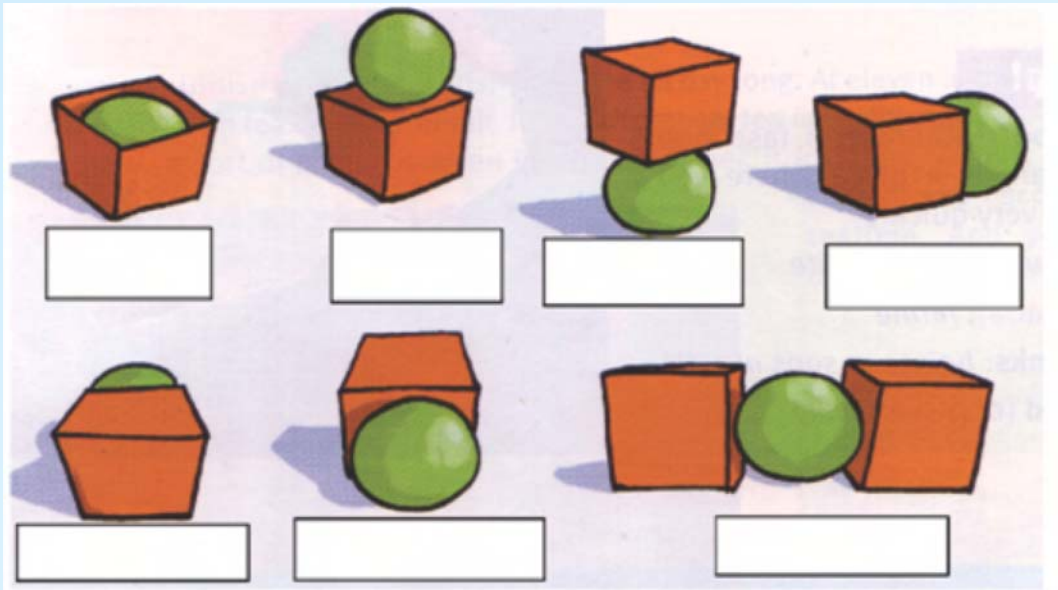
In the second image....

- The owl is on the block.
- The owl is under the block.
- The owl is next to the block.

.....

These underlined words are called 'prepositions'. They are used before a noun or pronoun to show place, position, time method and other types of relationships between two nouns or pronouns.

B. Now look at the image below and fill suitable preposition in the given boxes.



Now write a sentence for each image. First one has been done for you.

1. The ball is in the box.
2.
3.
4.
5.
6.
7.

Activity – IV

The teacher will divide the class into two groups and name those groups after great personalities like Vivekanad group, Subhash group.

Now the teacher calls one student from each group and he/she will get ready with a chalk or marker in his/her hand. The teacher speaks out a word from the lesson.

The boy/girl who writes the word on the board first, will earn a point for his/her team. Then the other pair comes. In this way, every team member from each team, will come and write words spoken by the teacher. In the end, the team with higher score will be declared winner.

Activity – V

Write a note on how you celebrated Dussehra last time. In your description, you may write about your visit to the *Ramleela* ground where you saw the burning of the effigies of Ravan, Meghnad and Kumbhkaran, visit to the fair, etc.

Who will Play with Me?

- What do you like more — to study or to play?
- What will happen if you spend all of your time on playing and don't study?

This is a story about a boy who does not like to study at all. One day he meets some creatures and then he changes. Why does he change himself? Let's find out.

This is Rohit.

He does not like his studies. All of his friends go to school daily but he doesn't go there.

He wanders here and there. One day he goes to the garden near his home. He finds no other children in the garden to play with. He sits on a bench under the big banyan tree. After some time, he notices a peacock dancing



near the flowerbeds. Rohit walks to the peacock and says to him, "Will you play with me?" The peacock says, "I am busy. I am dancing. So I cannot play with you."

Then Rohit meets a dog. He asks him, "Will you play with me?"

The dog says, "I am busy. I am looking after my master's house. So I cannot play with you."

He happens to see a parrot, crow, sparrow and horse. He asks them the same question. "Will you play with me?"

"We are busy. We have many things to do. We cannot play with you." they reply.

This has a great impact on Rohit. He says to himself, "All of them are busy. They are doing something. It is only I who am not working. Now I will also do my work and keep myself busy. I will give up my laziness."

He returns home and decides to go to school daily. He starts studying attentively and completes his home work also. He learns his lessons regularly. In the evening, he goes to the playground and finds his friends there. He plays with them for about an hour.

After returning home, he takes his dinner and then revises what



he studied at school.

With this change in his behaviour, he is now liked by everyone. His teachers praise him for his punctuality and his parents feel proud of him.

Glossary

- wander : to walk slowly often without any purpose; इधर-उधर
घूमना
- impact : a powerful effect; असर
- give up : to stop doing or owning something; त्याग देना
- laziness : the quality of being unwilling to work; आलस्य
- decide : to think carefully and choose what to do; निर्णय लेना
- attentively : carefully; ध्यान पूर्वक
- revise : to study again something you have already
learned; दोहराना
- punctuality : the habit of not getting late; समय-पालन

Activity – I

A. Write T for true statement and F for false statements.

1. We should give up laziness. ()
2. The peacock is free to play with the boy. ()
3. Rohit plays with his friends in the morning. ()
4. There are many children in the garden. ()

B. Choose the correct alternative:

1. A punctual boy
 - a. does not miss his school
 - b. does not do work on time
 - c. does not misuse things
 - d. does not waste his time ()

2. Who is not willing to work?
 - a. peacock
 - b. dog
 - c. parrot
 - d. Rohit ()

3. Laziness is for us.
 - a. good
 - b. bad
 - c. useful
 - d. helpful ()

C. Answer the following questions.

1. Why did Rohit find no friends in the garden to play with?
2. Why did the birds and animals in the garden not play with Rohit?
3. In the end of the story Rohit's parents were happy with him. Why?

Activity – II

The sentences given below have some underlined words. Fill in the blanks choosing their opposites from the box.

evening busy mother come

1. My father works in fields and my _____ helps him.
2. The sun rises in the morning and sets in the _____.
3. In the winter season we go to school at 9.30 *a.m.* and _____ back from there at 3.40 p.m.
4. Parrot, crow, sparrow and horse were _____ with their work so they did not play with Rohit who was free.

Activity – III

Look at these sentences and understand the difference between them.

I <u>go</u> to play in the evening.	(affirmative)
I <u>do not go</u> to play daily.	(negative)
He <u>learns</u> his lessons.	(affirmative)
He <u>does not learn</u> his lessons.	(negative)
We <u>go</u> to school regularly.	(affirmative)
We <u>do not go</u> to school regularly.	(negative)

Now change the following sentences into negative:

The boy meets a dog.

We play in the evening every day.

Mohan does his home work daily.

Activity – IV

Your teacher will divide the class into two groups. One group will speak a sentence from the text about Rohit. Another group will change that sentence changing its subject from Rohit to 'I'.

e.g.,

Rohit returns home.

I return home.

Rohit plays with his friends.

I

Activity – V

Write a paragraph about your daily routine. You may use these hints in your paragraph writing — get up, wash my face, brush teeth, take bath, have breakfast, dress myself, go to school, study different subjects, play during recess, take lunch, return home in the evening, play games, do home work, have supper, watch T.V., go to bed.

A Genie whom No One liked

- Have you heard the story of genie and the magic lamp or chirag ka jinn?
- Do you know how the genie came out of the lamp?
- Genie of the lamp is known to fulfil the wishes of people. Can a genie be ever unhappy?



Let's read and find out.

Once upon a time there was a genie. But this particular genie was famous for spoiling things up. Whenever someone rubbed the magic lamp, he would come out and say, "What is your wish?" Then a great cloud of smoke would appear. Hundreds of things would fly through the air. When somebody wanted something, he would bring it covered in so much dust, that nobody wanted to even touch it. So silly were his mistakes that no one liked the magic lamp. So the genie didn't come out for years.

One day a lonely boy named Pankaj, found the lamp. He heard the sad cries of the genie. So he decided to try to become his friend. The wish he asked to be granted was to be able to

enter and leave the lamp. The genie was happy to grant this wish. As soon as Pankaj entered the lamp, he could see what the genie's problem was. It wasn't that he was a bad genie. It was just that he was untidy! In the lamp, everything was thrown all over the place, whether it be jewellery, books, boats or camels. It was clear that the place had not been cleaned for years. Pick up anything and a cloud of dust would fly up.



Pankaj was surprised. The genie felt ashamed and apologised. He said that a genie's job was very important and he had no time for cleaning. But Pankaj remembered his mother's advice. He told the genie that it was important to keep all his things in order. And so, they decided to give the place a good clean. It took them quite a few days. When they finished, everything was gleaming and in its correct place. Now it was very easy to find whatever gift was asked for, and to get it without breaking anything.



And so the genie began to be respected and liked once more. He learnt that nothing great can be achieved without order and cleanliness in all things.

~ Pedro Pablo Sacristan
(adapted)

Glossary

- genie : a spirit with magic powers, especially one that lives in a bottle or a lamp; जिन्न
- spoil : to mess up; काम बिगाड़ना
- untidy : not neat; अव्यवस्थित
- apologise : to say that you are sorry for doing something wrong; क्षमा माँगना
- in order : as it should be; जैसा होना चाहिए

a good clean : the process of cleaning something
thoroughly; पूर्ण सफाई

gleaming : shining brightly; चमकती हुई

achieve : to succeed in doing something; प्राप्त करना

Activity – I

A. Rearrange the following sentences and put them in correct order according to the story.

1. One day, a lonely boy named Pankaj found the magic lamp and rubbed it.
2. It was clear that the genie's house had not been cleaned for years.
3. Pankaj wished to enter the magic lamp as he wanted to see what the genie's house looked like.
4. Whenever somebody rubbed the magic lamp, the genie would come out and say, "What is your wish?"
5. Together Pankaj and the genie put everything in order. Now the genie was respected.
6. Pankaj told the genie that it was important to keep things in order.

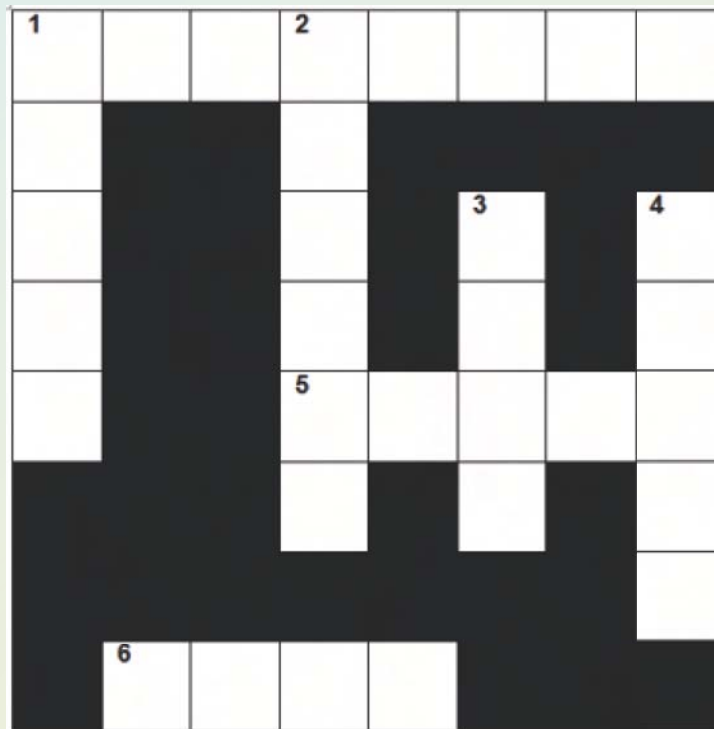
B. Answer the following questions.

1. What happens when someone rubs a magic lamp?
2. What does the genie do?
3. Why do you think Pankaj asked the genie to let him enter the lamp?
4. Why did the genie feel ashamed?

5. What advice did Pankaj's mother give?
6. Why did people begin to respect the genie again?

Activity – II

A. Complete the following crossword puzzles with the help of clues given below:



Clues:

Across

1. shining brightly
5. an animal found in the desert
6. a set of pages put together to be read

Down

1. spirit with magic powers
2. suggestion
3. an object that provides light
4. foolish

B. Fill in the blanks using appropriate words from the box.

gleaming apologised rub untidy advice

1. The teacher used a duster to the black board.
2. 'Always speak the truth' is a good
3. Sunil keeps his things in proper place. His room never looks
4. Mahesh does not chew gutkha. He has white teeth.
5. Neeraj for his rude behaviour.

Activity – III

Read the following sentences from the lesson:

- Pankaj found the lamp.
- He heard the sad cries of the genie.

These sentences are the examples of simple past tense. It is used to talk about an action that took place in the past. Notice that past forms of verb 'find' and 'hear' have been used in these sentences.

Now fill in the blanks using past forms of the verbs given in the brackets.

1. Nitesh to Jaipur yesterday. (go)
2. Raju a letter to his father. (write)
3. Kavitaher homework before going to bed.
(complete)
4. Manjeet a beautiful paper boat. (make)
5. The teacher Poonam why she was absent the
previous day. (ask)

Activity – IV

What wish will you ask for if you happen to meet a genie?
Discuss with your friend. (Work in pairs)

Activity – V

Draw a picture of genie and the magic lamp on a chart paper and
write a paragraph on it describing what the genie does.

- Children, do you remember nursery rhymes?
- Which ones do you remember?
- Which is your favourite among them?
- Do you remember 'Twinkle, twinkle, little star'?
- Do you know it has more lines than you read in nursery classes?

Let's read the complete poem here.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is gone,
When nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Then the traveller in the dark
Thanks you for your tiny spark,
How could he see where to go,
If you did not twinkle so?



In the dark blue sky you keep,
Often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.

As your bright and tiny spark
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.



~ Jane Taylor

Glossary

twinkle	:	shine with a flickering light; टिमटिमाना
diamond	:	very hard clear and precious stone; हीरा
blazing	:	very hot and bright; धधकता हुआ
traveller	:	one who travels, one who goes from one place to another; यात्री
tiny	:	little; छोटी
spark	:	flash of light; चिंगारी
curtain	:	a piece of material hung on doors or windows as a screen; परदा
peep	:	to look quickly or secretly; झाँकना
shut	:	close; बंद करना

Activity – I

A. Write T for True and F for False.

1. The moon looks like a diamond in the sky. ()
2. The star shows its little light after the sunset. ()
3. The star shines brighter than the sun. ()

B. Answer the following questions.

1. Who is the boy speaking to?
2. Why does the traveller thank the star?
3. What happens when the sun goes away?
4. How does the boy know that the star is peeping through his curtains?
5. What is the colour of the sky at night?
6. What happens when the sun comes back in the sky?

Activity – II

A. Find words from the poem that are similar in meaning to the following words and write them in your notebooks. For some words, you may find more than one word in the poem. Write as many as you find.

- a. close
- b. small
- c. bright
- d. black

A. In the poem, given below you noticed that two successive lines end with the words having similar sound.

Twinkle, twinkle, little star,
 How I wonder what you are!
 Up above the world so high,
 Like a diamond in the sky.

First two lines end with similar sounding words: 'star' and 'are' while the next two lines have similar sounding words: 'high' and 'sky' in the end. Such words are called rhyming words. Now, look at the words given in the box and arrange them in the table under the words with similar sounds.

ear	ago	tight	none
fun	kite	one	deer
glow	here	toe	bite
right	run	year	slow

light	near	sun	show

Activity – III

The child in the poem says, 'Twinkle, twinkle, little star....'
 Is the star really 'little'? Discuss with your friends and teacher.

Activity – IV

Do you know where the sun goes in the evening? Does it become cool in the night? Write a paragraph on what you think.

Activity – V

How many stars do you see in the sky at night? Have you heard about the Pole star (*Dhruv Tara*)? Do you know the story behind it? Ask your parents and elders and discuss it with your friends in the class.

- Have you noticed brown coloured stains on the teeth of some people?
- Do you know the reason?
- Tobacco may cause more serious problems than stained teeth.

Let's read and find out

(A classroom is looking almost empty. The teacher enters.)

Teacher : Good morning, children! How're you?

All : Good morning ma'am! We're all fine ma'am. Thank you. How're you?

Teacher : I'm fine too my dear students. Thank you.
Why are there so few students in the class today?

Kavita : Ma'am, Rinku's father has died today. So, all the children of that colony have not come.

Teacher : *Hey Bhagwan!* What happened to him?

Kavita : He died of oral cancer.

Teacher : How old was he?

Kavita : He was 35.

Teacher : How did he get cancer?

Kavita : The doctor says that it's because of his habit of

chewing tobacco. He couldn't even eat due to wounds and blisters in his mouth.

Piyush : Ma'am! He used to smoke too.

Meena : Yes Ma'am, I saw him many times chewing *gutkha*.

Ravi : Ma'am, are tobacco chewing and smoking related to cancer?

Teacher : Yes my dear, all these things are very harmful for our health. They affect our lungs and muscles.

Salma : Ma'am, Seema also chews *gutkha*. Look at her teeth. Will she also be a victim of cancer?

Teacher : Yes, it's possible.
(She calls Seema and asks her to open her mouth)

Oh my God! Your teeth are stained and decaying. Do they ache?

Seema : Yes ma'am, when I drink cold water, I feel pain in my teeth.

Ravi : Ma'am there are many children among us who chew tobacco and *gutkha*. Our parents also do that.

Teacher : That's alarming my dear children! Look at the pouch of any *gutkha*. You will find a warning printed on it.



Shivam : Yes Ma'am, I've also seen a warning on my father's cigarette pack.

Teacher : Yes. However, in spite of warnings people use these harmful things. This way, they are also following the path of Rinku's father.

Seema : Ma'am, I will stop chewing *gutkha*. I don't want cancer. I pledge I will never use it again.

Teacher : And what about others?

All : Ma'am we too have understood. We pledge never to chew *gutkha* and tobacco again. We will also tell the members of our family and neighbours about the evil effects of chewing *gutkha* and smoking and request them to give up these bad habits.

Glossary

happen	:	take place; होना
oral	:	related to mouth; मुँह संबंधी
chew	:	to crush food with the teeth; चबाना
wounds	:	a deep injury; घाव
blisters	:	swelling on the surface of the skin that is filled with liquid; छाले
affect	:	to produce a change in somebody/ something; प्रभावित करना
victim	:	a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.; पीड़ित करना
stained	:	marked or covered with stains; दागदार
decaying	:	decomposing, rotting; सड़ते हुए
ache	:	pain; दर्द
in spite of	:	regardless of; के बावजूद
pledge	:	a serious promise; शपथ
evil effects	:	bad effects; दुष्प्रभाव
give up	:	to stop doing or using something; त्यागना

Activity – I

A. Write T for True and F for False statements.

1. Rinku's father died of high fever. ()
2. He was 53 years old. ()
3. Chewing tobacco is related to cancer. ()
4. Seema's teeth were stained as she did not brush them daily. ()
5. Smoking is injurious to health. ()

B. Answer the following questions.

1. What are the evil effects of chewing *gutkha* and smoking?
2. How did Rinku's father get cancer?
3. Who chews *gutkha* in the class?
4. What did the students pledge?

Activity – II

A. A pair of opposite words is given in the brackets against each of the sentences below. Choose the suitable word and fill in the blanks.

1. Smoking is (useful / harmful) for our health.
2. Mohan (requested / ordered) his elder

brother to help him with his lessons.

3. Nothing is (possible / impossible) for a hard worker.
4. I don't need more milk. My glass is already (filled / empty)
5. We should (never / always) be ready to help the weak students.

B. Rearrange the letters to make proper words, one is done for you.

1. hmuot : mouth
2. tehet : t_____
3. naip : p_____
4. lguns : l__g__
5. tcbcoao : _ob__co

Activity – III

Look at the following questions taken from the lesson:

- Are chewing of tobacco and smoking related to cancer?
- Do you chew *gutkha*?
- Do your teeth ache?

They begin with the words like: Is, Are Was, Were, Do, Does, Has, Have, Had, etc. These questions can be answered with

'Yes' or 'No'. Therefore, they are sometimes called 'yes/no' type questions. Look at the answers of the above questions:

- Yes, chewing of tobacco and smoking is related to cancer.
- No, I don't chew *gutkha*.
- No, they don't ache.

Now answer the questions given below:

1. Do you exercise daily?

.....

2. Is there a tree in your school?

.....

3. Do you tell a lie?

.....

4. Is Jaipur the capital of Rajasthan?

.....

5. Are you an honest student?

.....

6. Have you seen an aeroplane?

.....

Activity – IV

You've understood that chewing *gutkha* and smoking are very bad for our health. Suppose your uncle (a friend of your father) has these bad habits. Write a dialogue of about ten

sentences where you are explaining the bad effects of *gutkha* and smoking to your uncle.

A few opening sentences are provided to you for help.

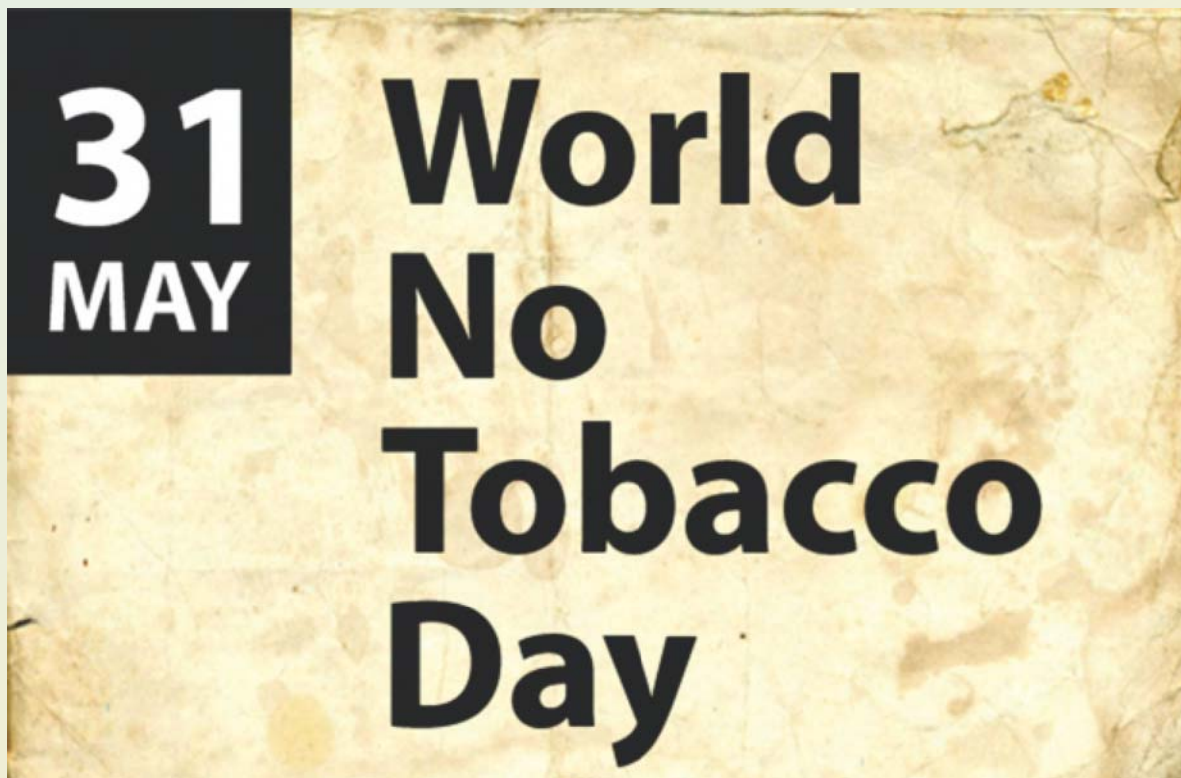
You : Good evening, uncle. How're you?
Uncle : Good evening dear! I'm fine but I'm feeling a little pain in my chest.
You : Oh! What happened?
Uncle :
You :
Uncle :
You :
Uncle :
You :
Uncle :

Activity – V

- A. Write in your own words a paragraph on the bad effects of tobacco and cigarette.

- B. Read the sentences given below and complete them by adding 'good habit' or 'bad habit' in the space provided.
 1. Chewing *gutkha* is a
 2. Waking up early in the morning is a

3. Washing hands before eating is a
4. Abusing others is a
5. Helping the needy is a
6. Driving carelessly is a
7. Watching T.V. too much is a
8. Coming to school late is a
9. Completing homework regularly is a
10. Praying to God is a



A Talkative Tortoise



- What do you see in these pictures?
- Have you heard the story about the cranes and a tortoise?

Let's read.

Long ago, there were two cranes named Sankat and Vikat and a tortoise named Kambugriva. They were good friends. They lived near a pond. Kambugriva was a chatterbox. One year, there was no rain, so the pond started to dry. The cranes and the tortoise were worried and discussed about it.

Cranes : We have to go away from here. There is a big lake nearby. Let's go there.



Tortoise : Are you leaving me alone here to die?

Cranes : What else can we do? The pond is drying now. If we stay here, we will die of starvation.

Tortoise : Please save me. Take me also with you.

Cranes : But how?

Tortoise : I have an idea. Bring a long stick. Both of you hold it at the either end of it with your beaks. I will hold the stick tightly in the middle with my mouth. And we will fly away to the lake.

Cranes : That's a great idea. But you are so talkative. Keep your mouth shut while flying, or you will fall down.

Tortoise : Oh, I shall not do such a foolish thing.



The cranes brought a long stick and held it with their beaks. The tortoise held it in the middle. They flew over the fields and a village. The villagers laughed watching such a strange scene and shouted.

Villagers: Look at that! That foolish tortoise will certainly fall down.



Tortoise : (opening its mouth) You are stupid people.
The tortoise fell down and died.

Glossary

- chatterbox : one who speaks too much; talkative; बातूनी
pond : a small area of fresh water; पोखर
starvation : suffering or death caused by lack of food; भुखमरी
strange : not common, unfamiliar; विचित्र

Activity – I

A. Choose the correct alternative.

1. The cranes and the tortoise were worried about....
 - a. big lake
 - b. stick
 - c. drying pond
 - d. village ()
2. Who spoke too much?
 - a. villagers
 - b. cranes
 - c. tortoise
 - d. all of them ()

B. Say whether the following statements are True or False.

1. The tortoise helped the cranes. ()
2. The pond started to dry as there was no rain. ()
3. The tortoise held the stick at the one end. ()

4. People in the village were foolish. ()
5. The tortoise kept its mouth shut and reached the big lake. ()
6. We should think before saying something. ()

C. Answer the following questions.

1. Who helped the tortoise in taking him from the pond to the big lake?
2. 'I have no idea.' Who said this and what was the idea?
3. The pond started to dry.' Why?
4. What did the cranes advise the tortoise when they took him to the big lake?
5. Should we talk too much? If yes, why? If no, why not?

Activity – II

Match the words in column A with their meanings in column

B.

A	B
chatterbox	unwise/ having no wisdom
starvation	water drops falling from the clouds
idea	land
foolish	thought
beak	a long thin piece of wood
earth	the state of without eating food
rain	one who talks too much
stick	a long mouth of birds

Activity – III

Look at the sentences given below from the text and understand their meanings.

1. We will die of starvation.
2. That foolish tortoise will certainly fall off.
3. I shall not do such a foolish thing.

In the above sentences will/shall has been used to say about the action which will happen in future time. We can talk about future time activity using will / shall.

Generally **shall** is used with 'I' or 'We' and **will** with other persons like 'you', 'he', 'she', 'it', 'they' and names. In modern English 'will' is used very largely.

Now fill in the blanks with the verb using will/shall.

1. I (study) in class VI next year.
2. India (be) super power in 2025.
3. Virat Kohli (lead) Indian Cricket Team after Mahendra Singh Dhoni.
4. Tanya (buy) a new pen tomorrow.
5. You (learn) about many inventions in near future.

Activity – IV

Let's play *Antyakshari*.

The class is divided into two groups.

A student from first group would speak out a word from the text.

Then a student from the other group would speak a new word

that starts with the last letter of the previous word. Now a student

from the first group would speak the word beginning with the last

letter of the word spoken by the student from the second group.

Group A

pond

English

I.....

Group B

die

hotel

.....

Activity V

Here is the format of an informal letter. Complete the letter telling your friend about your future plan. You may take help of the following words given in the box.

Prepare for the entrance exam, follow my teachers' advice, study sincerely, give extra time to studies....

Shiv Sadan
Nariya Mohalla
Shahabad
21 Nov., 2016

My dear Pooja/Dear Pooja,
I am quite well here and hope that you will also be fine there. You asked me about my future plan. After passing fifth class I want to take admission into *Navodaya Vidyalaya*.

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

Now write to me where you will go in winter vacation.
Convey my best regards to your parents.
Yours friendly/Yours lovingly/Your loving friend,
Sana

Imagine that you are Pooja. Write a letter to Sana in reply to the above letter. A box with format is provided to you.

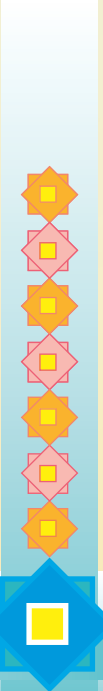
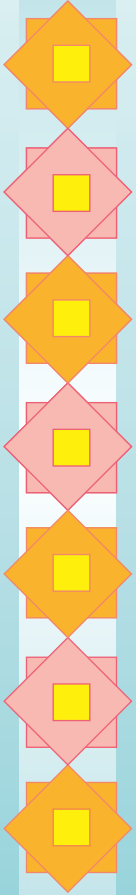
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Chittorgarh A Glimpse of Glory

- Have you ever seen a fort?
- Do you know Rajasthan is famous for its forts?
- For which forts is Rajasthan famous?

Let's read about a fort which is considered one of the largest forts in India.



Hello! I am Sapna, a student of class V. I live in Kota. Last week I went to Chittorgarh with my parents. We visited the world famous fort of Chittorgarh. It is situated on a high hill. It is considered to be one of the largest forts in India. It was built by the Mauryas during 7th century. It had been the capital of Mewar for more than 800 years.

We took the morning train from Kota railway station. It took about three hours to reach Chittorgarh. After having tea and some snacks at the Chittorgarh station, we took an auto-rickshaw to reach the fort. The road to the fort had many turns. We went through the gates namely the *Padan Pol*, *Bhairon Pol*, *Hanuman Pol*, *Ganesh Pol*, *Jodla Pol*, *Laxman Pol* and the main gate named the *Ram Pol*. We bought tickets to see the museum in the Fateh Prakash Palace. It had a nice collection of old guns, swords and other weapons.

We saw the famous *Vijay Stambh*. It was built by Rana Kumbha after his victory over Mahmud Khilji, the Sultan of Malwa. It has 157 steps to reach the top of this tower. A light and sound show is held in the evening. There is another tower also. It is called *Kirti Stambh*. It is dedicated to Bhagwan Adinath, the first Jain Tirthankar.

We visited the Rana Kumbha Palace. It reminds us of the

popular story of Panna *Dhai*, the maid of young prince Uday Singh. She sacrificed her son Chandan to save the life of the young prince Udai Singh. Meera Bai, the great devotee of Bhagwan Krishna also lived in this palace. It is the same palace where the beautiful queen Padmini committed *Jauhar* along with many other women to save her honour.

There are many temples and water bodies inside the fort. We visited the *Meera Bai Mandir*, the *Kalika Mata Mandir* and *Tulja Bhawani Mandir*. We saw the *Gaumukh* and some other ponds.

Chittorgarh fort is the symbol of bravery and patriotism of the people of Mewar. They fought against the foreign invaders to save our motherland. We are proud of Chittorgarh and the brave warriors of Mewar.

We concluded our trip with dinner at a restaurant near the fort and took the night train to Kota.

Glossary

- situated : in a particular place or position, स्थित
build : make; बनाना
capital : a city that is the centre of government of a country or a state; राजधानी
museum : a building in which objects of historical importance are kept; संग्रहालय

- collection : a group of objects of one type; संग्रह
weapon : an object such as a knife, gun, bomb, etc. that is used for fighting or attacking somebody; हथियार
tower : a tall narrow building or part of a building; स्तंभ
dedicated : devoted to a particular subject, task, or purpose; समर्पित
sacrificed : gave up something valuable in order to help another person; बलिदान किया
devotee : a very religious person who belongs to a particular group; भक्त
honour : respect; सम्मान
patriotism : love of one's country; देश भक्ति

Activity – I

A. Choose the correct alternative:

- How many gates are there to reach inside Chittorgarh fort?
 - two
 - four
 - seven
 - six()
- Who built the *Vijay Stambh*?
 - Rana Sanga
 - Rana Kumbha

- c. Padmini
- d. Rana Pratap ()

B. Write T for True and F for False statement.

1. Sapna visited Kumbhalgarh fort.
2. *Ganesh Pole* is the main gate to enter Chittorgarh fort.
3. *Kirti Stambh* was built by Rana Kumbha.
4. Meera Bai was a great devotee of Bhagwan Krishna.

C. Answer the following questions.

1. Who built Chittorgarh fort?
2. What did Sapna and her parents see in the museum?
3. Why did Rana Kumbha build the *Vijay Stambh*?
4. How did Panna *Dhai* save the life of the young prince Udai Singh?

Activity II

A. Find one word from the lesson for the group of words given below.

- a. The place where the kings and queens live.
p _ _ a _ _

b. The building where the old things of historical interest are kept.

m _ _ e _ m

c. The son of a king.

p _ _ n _ _

d. Love of one's country.

p _ t r _ o _ _ s _

B. Complete the following sentences using the words given in the box below.

famous capital foreign hired dedicated

1. Ranthambore is a tiger reserve.
2. Laxman a taxi to go to the railway station.
3. Jaipur is the of Rajasthan.
4. Babar was a invader.
5. Eklingji temple is to Bhagwan Shiv.

Activity – III

Read the following sentences taken from the text and pay attention to the sentence pattern.

- There is another tower also.
- There are many temples and water bodies inside the fort.

In the above sentences, the 'subject' does not appear at the beginning. We begin such sentences with 'There is....' / 'There are....' Here are a few more examples.

- There is a banyan tree in the middle of our village.
- There are ten rooms in my school.
- There is a beautiful park in our colony.
- There is no sugar in the container.

Note – If the subject is singular, we use article 'a/'an' after 'There is'. However, we drop it in the negative sentences as has been done in the last sentence above. In other words, article 'a' is not used before 'no' in such sentences.

Now complete the following sentences.

1. There river near our village.
2. There beautiful flowers in my garden.
3. There fine painting in the museum.
4. There many forts in Rajasthan.
5. There no vehicle on the road.
6. big shop in my village.
7. no one in the room.
8. small box near the door.
9. two banks in our town.
10. no railway station in our village.

Activity – IV

There is a mention of some great personalities in the lesson. Form groups of five students each and talk about them.

Activity – V

Have you heard about the sacrifice made by Panna *Dhai*. Ask your teacher about it and write a paragraph on it.

Firefly in My Room

- Children, you must be scared of insects?
- Is there anyone who is not?
- Do you know there is an insect which will not scare you?

Which is it? Let's read about it.

Last night, as I lay sleepless
In the summer dark
With window open to invite a breeze,
Softly a firefly flew in
And circled round the room
Twinkling at me from floor or wall
Or ceiling, never long in one place,
But lighting up little spaces....
A friendly presence, dispelling
The settled gloom of an unhappy day.
And after it had gone, I left
The window open, just in case
It should return.

~ Ruskin Bond

Glossary

firefly	: a flying insect with a tail that shines in the dark; जुगनू
sleepless	: without sleep बिना नींद आए
breeze	: a light wind; मंद हवा
softly	: gently; हल्के से
circle	: to move in a circle, especially in the air; गोल-गोल घूमना
twinkle	: to shine with a light that keeps changing from bright to faint; टिमटिमाना
ceiling	: the top inside surface of a room छत (नीचे से)
friendly presence	: here for the firefly who appears friendly towards the poet; जुगनू की मित्रवत उपस्थिति
dispel	: to make a feeling or belief go away or disappear; दूर करना
gloom	: a feeling of sadness; निराशा

Activity – I

A. State whether the following statements are true or false.

1. The firefly came into the room through the door. ()
2. The firefly sat on the ceiling of the room for a long time. ()

3. The boy was sleeping when the firefly came into the room. ()

B. Answer the following questions.

1. Why did the boy leave the window of his room open at night?
2. How did the firefly light up little spaces?
3. Why did the boy call the firefly 'a friendly presence'?
4. How can you say that the boy did not want the firefly to leave his room?

Activity – II

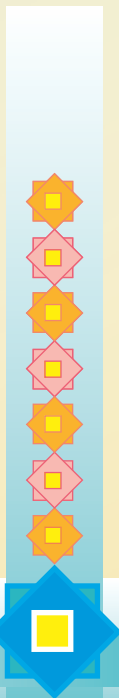
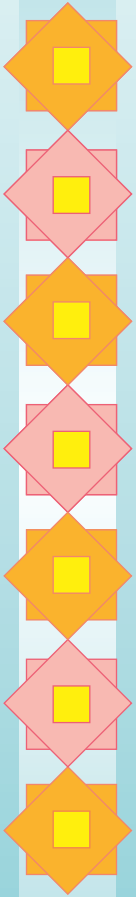
Fill in the blanks choosing appropriate words from the box.

sleepless softly ceiling breeze dispel

1. My uncle is so tall that he can touch the
2. Everyone likes cool in summer season.
3. Grandma told us an inspiring story to our fear of darkness.
4. As there were so many mosquitoes in the room, I had a night.

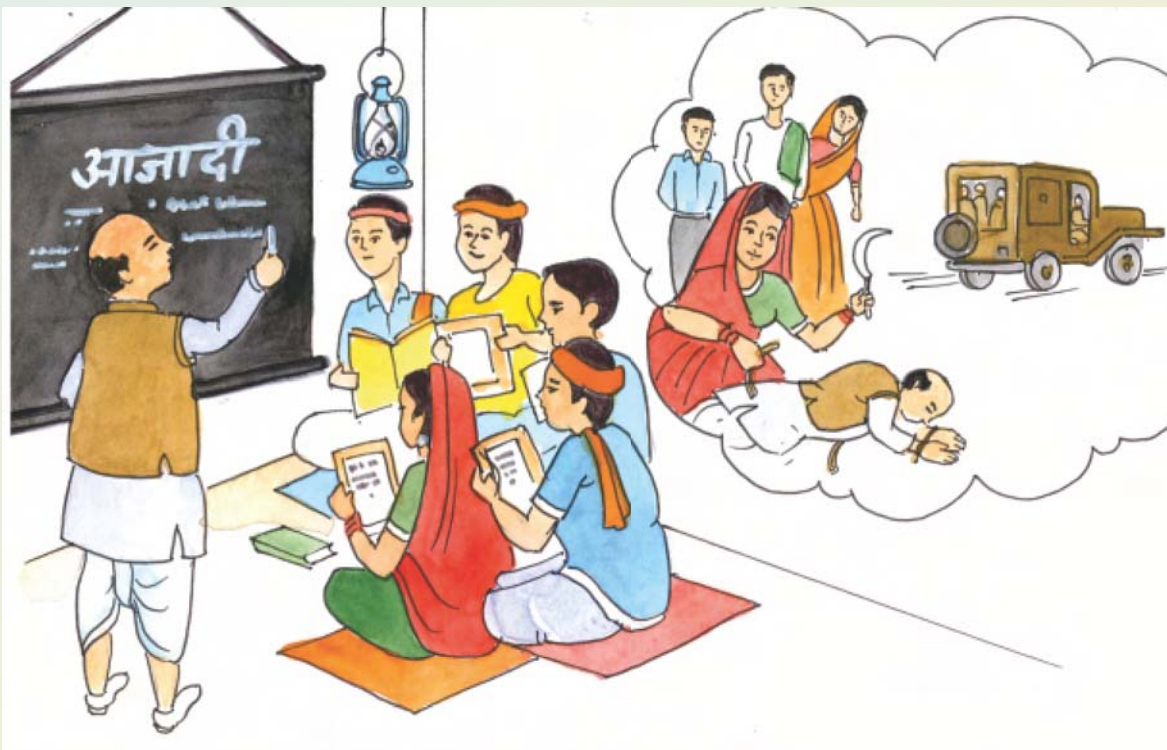
Activity – III

Suppose this firefly can speak like us. Imagine if it enters your room when you are about to sleep, what will you ask it and how would it respond? Write a possible dialogue between you and the firefly in about 5-6 sentences.

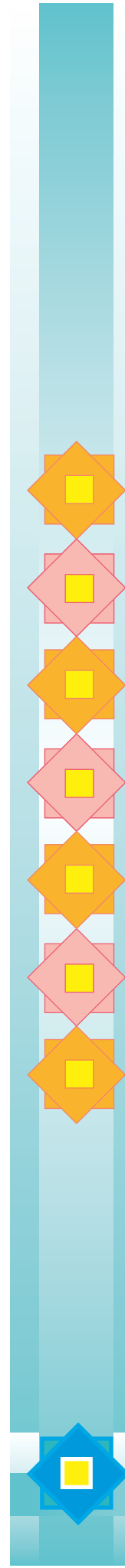


- Who gave his thumb to his Guru in *Gurudakshina*?
- Do you know some great pupils who loved their *Guru*?
- In our Rajasthan there was a girl who sacrificed her life to save her *guru*.

Let's read about such a great *Gurubhakt* girl.

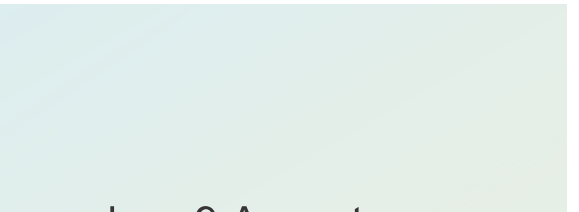


Kalibai was a *Bheel* teenaged girl. She lived at Rastapal village of Dungarpur in the 1940s. In those days Rajasthan was mostly under the rule of princely states which were loyal to the British.



When the Quit India Movement was announced on 9 August, 1942, the people came out in an open opposition to colonial rule. Social activists in Dungarpur inspired by the Gandhian leader Thakkar Bapa established the Dungarpur Sevak Sangh. The Sevak Sangh used to run schools for Dalits and tribals in the district. They taught the students about patriotism and bravery. The British forced the Prince of Dungarpur to stop the Sevak Sangh from running these schools. As a result an organisation called the Praja Mandal was formed to conduct a campaign against this unjust closing of schools and demanding the end of the colonial rule. The Prince took a cruel action of beating the workers of the Praja Mandal and sending them to jail. This intensified people's protest.

The state police went to Rastapal village on 19 June 1947 to close the school which was running in the house of Nanabhai Khant. Nanabhai refused to close the school. The police then beat up Nanabhai severely. He fell unconscious. They took him away with them for jailing him. However, Nanabhai died of his injuries on the way before the police could reach their camp. After this the police beat up the teacher Sengabhai Bheel who had continued to teach the children despite Nanabhai's death. After beating Seanga bhai the police tied him to their truck. They took him away dragging on the road. A student of the school named Kalibai could not see this. She ran towards the truck with a sickle to cut the ropes and free Sengabhai . The police warned



her not to run after the vehicle but she did not listen to them. She reached her teacher and cut the rope with one stroke of the sickle. The police became angry at this and as Kalibai bent down to free Sengabhai, they shot her in the back. Kalibai fell down unconscious and died.

This unjust murder of a girl student of the school for trying to save her teacher made the Bheels angry. They assembled from the surrounding villages. A massive twelve thousand people fully armed with bows, arrows, swords and their traditional drums gathered in the town. The Prince was forced to release the leaders of the Praja Mandal from jail. The people of the village constructed a statue of the brave thirteen year old girl Kalibai in Rastapal.

Glossary

- movement : agitation; आंदोलन
- announce : to declare; घोषित करना, घोषणा करना
- activist : a person who works to achieve political or social change; आंदोलनकारी
- opposition : the act of strongly disagreeing with somebody/something, especially with the aim of preventing something from happening; विरोध
- establish : to start or create an organization; स्थापित करना
- conduct : to organize and perform a particular activity; संचालन करना

campaign	: a series of planned activities that are intended to achieve a particular social, commercial or political aim; अभियान
colonial	: connected with or belonging to a country that controls another country; औपनिवेशिक
intensify	: to increase in degree or strength; बढ़ाना
severely	: very badly or seriously; गंभीर रूप से
unconscious	: in a state like sleep because of an injury or illness, and not able to use your senses; मूर्छित
sickle	: a tool with a curved blade and a short handle, used for cutting grass, etc.; हंसिया
stroke	: a single movement of the arm when hitting somebody/something; प्रहार
unjust	: unfair; अन्याय पूर्ण
massive	: extremely large or serious; बहुत बड़ा

Activity – I

A. Choose the correct alternatives.

1. The prince and the British were in favour of....

- running the schools
- closing the schools
- opening the schools
- helping the schools

()

2. Kalibai saved....

- a. Nanabhai
- b. Thakkar bapa
- c. Sengabhai
- d. Gandhiji ()

B. Say whether the following statements are True or False:

- 1. Nanabhai refused to close the school because he wanted to teach the students. ()
- 2. Sengabhai was a policeman. ()
- 3. Kalibai cut the rope with a knife. ()
- 4. Patriotism is to love our motherland and work for her welfare. ()
- 5. Kalibai was a teacher. ()

C. Answer the following questions:

- 1. Why was the Praja mandal of Dungarpur formed?
- 2. Who was Nanabhai Khant? What did he do?
- 3. Why did the police take Sengabhai dragging on the road?
- 4. Who was Kalibai? What did she do?

Activity – II

A. Fill in the blanks with missing letters:

- (a) m_vem_nts (b) pr_nc_ (c) c_mp__gn
- (d) p_tr_ot_sm (e) p_l_ce (f) unc_nsc_o_s

B. Arrange the following words given in the box below according to their order in the dictionary. Write them in your notebook.

vehicle, police, prince, protest, teacher, rope, murder, traditional, thirteen, today, activist

Activity – III

Read the following sentences .

Study the following sentences and observe the use of the word 'the' in them

Kalibai ran towards the truck with a sickle to cut the ropes and free Sengabhai . She reached her teacher and cut the rope with one stroke of the sickle.

When we talk about a singular countable noun for the first time in a sentence (not specific), we commonly use indefinite article 'a' , 'an'. But when we talk about the same thing in the next sentence we use article '**the**' before it. The article 'the' used in this way is called the 'referent use' of the definite article '**the**'. Thus the article '**the**' here is a definite article. Besides this we use '**the**' for talking about the unique, the definite and universal and specific things in a place/ situation.

For example-

The sun, the moon, the sky, the stars, the world

The is also used before the names of-

The mountain ranges as the Aravalis

The groups of islands as the Andmans

The big rivers as the Ganga

The historical buildings and monuments as the Taj Mahal

The holy books as the Ramayan

The musical instruments as the Flute

The directions as the North

The magazines, newspapers as the Champak, the Rajasthan Patrika

Now fill in the blanks with a/ an / the

- 1..... earth revolves round the sun.
- 2.I am student of class V.
- 3.English is interesting subject.
- 4.Kota is situated on the bank of Chambal.
- 5.My brother is engineer.
- 6.A *Bhopa* of Devnarayanji plays on Jantar.
- 7..... Mehrangarh fort is in Jodhpur.
- 8.Kalibai was brave girl.
- 9.The cow is holy animal.
- 10..... camel is called ship of the desert.
- 11.I have a bunch of keys. bunch has many keys in it.
- 12.I have a bat and a racket at home. I use bat to play

cricket and racket to play tennins.

Activity – IV

In the lesson you read the words teacher, activist, student, etc. Listen to your teacher reciting the poem given below and follow him/her.

A singer sings songs.

A weaver weaves clothes.

A dancer moves body.

A potter makes pots.



A priest worships God.

A soldier serves in the army.

A teacher teaches us.

A begger begs for money.

A driver drives a vehicle.

A writer writes prose.

A shopkeeper sells things.

A customer buys those.



A painter paints pictures.

A doctor treats patients.

An ironsmith makes things of iron.

A goldsmith makes ornaments.
Brother and sister play together.
Father takes our care.
Mother always loves us,
Moving fingers in hair.



Activity – V

Yesterday you saw an accident in which a girl was injured badly.
Write in five sentences what you did to save the girl.

- Which vehicles do you see around you?
- Are there certain rules for driving a vehicle?
- Do you know how to drive a car?

Let us read this story and understand the message it conveys.

Once there lived a man named Roshanlal. He loved cars. He used an old car that could run only at the speed of a cycle. He saved money for years to buy a new car. At last the great day arrived! He had enough money to buy the fastest car in the country. He dressed carefully for the moment and reached the grand showroom.

He swooned with delight when he saw the red, swanky sports car. Soon the paper work was over and the car was his. The guide in the showroom got into the driver's seat to show him all the new things this car could do but Mr Roshanlal was so impatient to drive the car himself that he wouldn't listen to anything the guide said. He started the car and began to move. The guide yelled after him, "You did not pay attention to me. At least read the instruction booklet in the car!" Mr Roshanlal didn't pay attention.

He coasted along the road, a song in his heart. Wherever he went he noticed people smiling at him. He thought that they were admiring his new car. Poor Mr Roshanlal!

He didn't realise that they were smiling for a totally different reason. He had driven an old, slow car for so many years that he had forgotten how to drive faster. So now, he was on the road, driving the country's fastest car at the speed of a cycle! No wonder people found it funny.

Many people in the world are like Mr Roshanlal. They have wonderful bodies and minds but they do not want to listen to spiritual masters who are like the guide in the car company. Neither do they want to follow any books on religion and culture which are like instruction booklets. So they do not know how to use their God-given instruments well. They end up leading miserable, boring or wasteful lives like Mr Roshanlal who drove the high speed car at the speed of a cycle. How would you like to be? The choice is yours!

Glossary

- swoon : to feel a lot of pleasure; खुश होना
- swanky : fashionable and expensive in a way that is intended to impress people; शानदार, भड़कीली
- impatient : wanting something to happen as soon as possible; अधीर, धैर्यहीन
- admire : to look at something and think that it is attractive

	and/or impressive; प्रशंसा करना
instruction	: advice and information about how to do or use something; निर्देश
coasted along	: to travel in a car without using any power (or engine); बिना इंजन की शक्ति के गाड़ी चलाना
spiritual	: relating to deep feelings and beliefs, especially religious beliefs; आध्यात्मिक
miserable	: very unhappy or uncomfortable; दयनीय

Activity – I

A. Choose the correct alternative.

- Mr Roshanlal was a/an....
 - funny person
 - intelligent person
 - kind person
 - impatient person ()
- God given instruments are....
 - cars
 - booklets
 - body and mind
 - cycle ()

B. Write T for the true statements and F for the false ones-

- Roshanlal was fond of cars. ()

2. He listened to the guide patiently. ()
3. People thought him to be a fool or a funny man. ()
4. Books on religion and culture are like instruction booklets for us to lead good life. ()
5. Spritual masters guide us to lead miserable, boring and wasteful life. ()

C. Answer the following questions in one or two lines-

1. Why did Roshanlal buy a new car?
2. Why did he not pay attention to the guide?
3. "Poor Mr Roshanlal!" How is Mr Roshanlal poor?
4. What happens when we ignore spiritual masters?
5. Do you read your religious books? Which ones? What do you like in it?

Activity – II

A. Fill in the blanks choosing appropriate words from the box.

grand new old great

1. Roshanlal used an car.
2. He dressed carefully for the moment and reached the showroom.
3. He thought that they were admiring his car.
4. At long last the day arrived!

B. Look at the following words carefully.

totally	total + ly
nearly	near + ly
carefully	careful + ly

Now make new words by adding '-ly' to the words given below.

bad
beautiful
hard
easy
love
slow

Activity – III

Look at these words and think about them.

impatient	im + <u>patient</u>
patiently	<u>patient</u> + ly
misuse	mis + <u>use</u>
useful	<u>use</u> + ful

You see here the words are being formed by adding im-, -ly, mis- and -ful. Some of these are being added in the beginning of the word and some are at the end of the word.

The letter/group of letters added in the beginning of a word giving it a new meaning is called **PREFIX**.

The letter/group of letters added at the end of a word giving it a new meaning is called **SUFFIX**.

With the help of your teacher make new words by adding suitable prefixes and suffixes.

Activity-IV

Read aloud with gestures

I have a bicycle,
I ride on it.



I have a car,
I drive it.



I have a boat,
I sail it.



I have an aeroplane,
I fly it.



Activity – V

Which is your favourite vehicle? Write a few sentences on it.
You may begin like this.

I have seen a bicycle.
It is red in colour.
It runs very smooth.
I like riding on it very much.

.....

.....

.....

.....

.....

