

The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA,
having solemnly resolved to constitute
India into a **SOVEREIGN SOCIALIST**
SECULAR DEMOCRATIC REPUBLIC
and to secure to all its citizens:
JUSTICE, social, economic and
political;
LIBERTY of thought, expression,
belief, faith and worship;
EQUALITY of status and of
opportunity; and to promote among
them all
FRATERNITY, assuring the dignity
of the individual and the unity and
integrity of the Nation;
IN OUR CONSTITUENT ASSEMBLY
this twenty-sixth day of November, 1949,
do **HEREBY ADOPT, ENACT AND**
GIVE TO OURSELVES THIS
CONSTITUTION.



उत्तर प्रदेश बेसिक शिक्षा परिषद्

PETALS

(For Class V)

कोड नं०-92 हाईटेक प्रिन्टर्स एण्ड पब्लिशर्स, पंचवटी, मथुरा, शिक्षा सत्र 2021-22

Name राहुल शर्मा शर्मा

Mother's Name :

Father's Name :

School :

Address :

For Free Distribution

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अन्तःपृष्ठ की विशिष्टियाँ: प्रयुक्त कागज मिल सेन्चुरी पल्प एण्ड पेपर/के. आर पल्प एण्ड पेपर/ ट्राईडेन्ट लि० वर्जिन पल्प युक्त कागज बैम्बू अथवा वुड बेस्ड (Bamboo or wood based) के अतिरिक्त अन्य एग्रो बेस्ड (Agro based) अर्थात् बगाज पर आधारित एवं क्रीम लेड एण्ड क्रीमवोब पेपर 70 जी.एस.एम. भार तथा आकार 50.8 सेमी. x 76.2 सेमी का है। कागज की ब्राइटनेस न्यूनतम 80 प्रतिशत, वन मिनट कॉब टेस्ट की अधिकतम औसत 22, ब्रेकिंग लेन्थ क्रॉस डायरेक्शन 1700, मशीन डायरेक्शन 2500, ओपेसिटी न्यूनतम-85 प्रतिशत एवं रजिस्टेन्ट टू फेदरिंग-टू पास द टेस्ट, टियर इन्डेक्स सी0डी0 4.0 एवं एम०डी० 3.5 है। प्रयुक्त होने वाला कागज में अन्य विशिष्टियाँ बी०आई०एस० कोड-1848 (चौथा पुनरीक्षण) के अनुसार हैं।

पुस्तकों में प्रिन्ट साइज: 15.9 सेमी. x 22.1 सेमी., ट्रिम साइज: 18.41 सेमी. x 24.13 सेमी. है।

उत्पादन : पाठ्य पुस्तक विभाग, शिक्षा निदेशालय (बेसिक), उ०प्र०।

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Preface

The National Policy of Education and its action plan has always been in accordance with the progress and development of the nation. Therefore, the curriculum of education at different levels has been revised and updated from time to time. The textbooks of English for classes 4 to 8 have been revised and developed keeping in mind the National Curriculum Framework for School Education-2005, The Right of Children to Free and Compulsory Education Act-2009, State Curriculum Framework-2013 of Uttar Pradesh, and various aspects of the core elements.

The textbooks have been developed by English Language Teaching Institute, Uttar Pradesh, Prayagraj, under the direction of State Council of Educational Research and Training, Uttar Pradesh, Lucknow. For developing the textbooks, reference has been taken from the teaching material used in the textbooks of various institutions such as NCERT, New Delhi, Madhya Pradesh Rajya Shiksha Kendra, Punjab School Education Board, Haryana Education Board and SCERT, Chhattisgarh.

In developing the textbooks, special care has been taken in the selection of teaching material so that the textbooks may relate the children to their real life situations, enhance their vocabulary, aid in expressing their opinions and hone their skills of speaking and writing.

The teaching material, required for the students with special needs, has also been added in the textbooks. Other significant features of the textbooks are monthly division of syllabus, QR code (Quick Response Code), learning outcomes, exercises based on the text and various activities for developing all the basic skills of English language viz. listening, speaking, reading and writing. The monthly division of syllabus has been included in the textbooks so that the teacher may know the topics that would be catered in the definite period of an academic session.

It should be taken into account that textbooks are the most powerful aid for imparting knowledge. With the help of QR code the teachers will be able to make effective use of digital learning materials available online in the form of audio and video to make their teaching interesting and effective.

State Council of Educational Research and Training, Uttar Pradesh, Lucknow and Principal (ELTI), U.P., Prayagraj deserve special appreciation for their hardwork, continuous encouragement and pertinent suggestions in revising and developing the textbooks.

I am grateful to the State Project Director, Uttar Pradesh Education for All Project Board for his guidance and patronship in developing the textbooks. I extend my thanks to the Educationists, and all the experts for their endeavour in developing the textbooks. The Pathya Pustak Adhikari and his associates deserve special thanks for their untiring efforts in giving the textbooks their present shape. I am also thankful to the Secretary, Basic Shiksha Parishad, U.P., Prayagraj for timely approval of these newly developed textbooks.

I hope that the revised edition of these textbooks will be able to meet the present day demand for quality education and serve as an effective medium of teaching and learning English.

April, 2021

Dr. Sarvendra Vikram Bahadur Singh
Director, Basic Education U.P. &
President, Basic Shiksha Parishad U.P.



Syllabus for Class-5

Aim-	Content-
<ul style="list-style-type: none"> ● Introducing each other ● Developing a small composition about oneself. ● To teach the words learnt in previous classes. ● To know the likes and dislikes of each other. ● To develop speaking skill. 	<ul style="list-style-type: none"> ● Recapitulation of a structure - I am ● I am ● I am a student of ● I am years old.
<ul style="list-style-type: none"> ● To teach poems with actions ● To introduce the use of structure has/have with does not/do not. ● To read and write positive and negative sentences. ● To teach Prepositions with examples. 	<ul style="list-style-type: none"> ● Giraffe has a long neck. ● Tiger has stripes on its body. ● Zebras have black and white stripes on their body. ● Rita does her homework regularly. ● I do not like noodles. ● Shalu has black shoes. ● The fruits are in the basket. ● The ball is under the bed. ● The pen is on the table.
<ul style="list-style-type: none"> ● Structure- can, cannot (can't) ● To increase their vocabulary. ● To make the children learn the spellings of new words. ● The teacher can narrate some more inspirational stories. 	<ul style="list-style-type: none"> ● I can swim. ● I can cook. ● Can you sing? / Yes, I can. ● Can you fly? / No, I can't. ● Learning the poems by heart.
<ul style="list-style-type: none"> ● Usage of helping verbs is/am/are/was/were 	<ul style="list-style-type: none"> ● I am a boy/girl. ● I am riding a bicycle. ● Ritu is a good dancer. ● Children are playing. ● Nitin was standing outside the room. ● Monkeys were eating bananas. - An adjective is a describing word - The teacher can also give an idea of adjective of colour, quality and quantity. ● grocer, baker, plumber, tailor, carpenter, etc. ● What does a baker do? - A baker bakes biscuits, breads, cakes, etc. ● A sailor sails boats and ships.
<ul style="list-style-type: none"> ● To make the children aware of various professions and their importance in day to day life. ● To make the children read and write simple and easy sentences. ● Teaching of verbs with singular and plural nouns. 	



<ul style="list-style-type: none"> ● Definition of common noun and proper noun ● Teaching of kinds of nouns - common noun - proper noun ● The teacher can also tell about abstract noun and material noun. ● To develop a sense of appreciation. ● To develop an interest in rhythm. ● To develop reading skill. 	<ul style="list-style-type: none"> ● Examples of common nouns—doctor, city, book, flower, pen, bird, etc. ● Examples of proper nouns—India, Alfred Park, Taj Mahal, Mumbai, etc. ● The Taj Mahal is in Agra. ● Rhyming words- day - pay, say ball - small, call sun - son, one, done
<ul style="list-style-type: none"> ● To enable the children to know the time in English. ● To make the children read and express time in simple language. ● Define adverb and give some examples. ● Usage of correct punctuation marks (full stop, comma, question mark, capital letters, etc.) ● To make them aware of degrees of adjectives— Positive, Comparative, Superlative. 	<ul style="list-style-type: none"> ● What is the time? - It is 7:30 means half past seven. ● At what time do you go to school? - I go to school at 8 o'clock. ● Harish writes neatly. ● My friend sings melodiously. ● garima is in new delhi. - Garima is in New Delhi ● tall, taller, tallest ● good, better, best
<ul style="list-style-type: none"> ● To enable the children to form sentences in simple past tense and make them practice in daily conversation. ● Use of had to form past perfect tense. ● Recapitulation of adjectives. ● Recapitulation of simple present continuous tense. 	<ul style="list-style-type: none"> ● work - worked ● climb - climbed ● Ritesh worked very hard to earn money. ● The monkey climbed up a tree. ● Priya has many story books at present. ● Priya had many story books, when she was in class third. ● Kavita is very intelligent. ● I have ten toffees. ● I want half a kilogram of sugar and half a dozen eggs. ● We are going to the market. ● Vinod is drawing a picture of a bird.
<ul style="list-style-type: none"> ● To enable the students to complete the story from the given hints (pictures and words) ● To enrich vocabulary. 	<ul style="list-style-type: none"> ● The teacher may help the students in developing a story from the pictures by giving some more hints.



Monthly Division of Syllabus

Month	Lesson
April	* Lesson 1- Don't Give Up (<i>Poem</i>)
	* Recapitulation of structures and vocabulary items of the previous class along with new poem.
	* Lesson 2- The Ant and the Dove
May	* Use of Past Indefinite Tense
	* Lesson 3- In the Zoo
	* Lesson 4- The Enormous Turnip
	* Use of Prepositions — on, under, in front of, behind, over, etc.
June	* Use of can/cannot
	* Summer Vacation
July	* Lesson 5- Run (<i>Poem</i>)
	* Lesson 6- The Clever Farmer
August	* Use of helping verbs - is/am/are
	* Lesson 7- People Who Help Us
	* Lesson 8- Bobby: The Robot
	* Spelling of new words (plumber, baker, computer operator, author, lawyer, locopilot, etc.)
	* Use of Present Indefinite Tense
	* Use of Common Noun and Proper Noun
September	* First Term Examination
	* Lesson 9- Mary's Lamb (<i>Poem</i>)
	* Lesson 10- The Clock Says
	* Reciting poem with correct intonation and rhythm



October	* Activities for Telling Time
	* Making of a Manual Clock
	* Lesson 11- The Sun and the Wind
	* Lesson 12- Alice in Wonderland
November	* Use of Degrees of Adjectives (positive, comparative, superlative)
	* 'Wh' type questions with their answers
	* Half Yearly Examination
	* Lesson 13- Mother Earth (<i>Poem</i>)
December	* Lesson 14- The Little Fir Tree
	* Discussion about the importance of the Earth
	* Use of Has/Have
January	* Lesson 15- Helen Keller
	* Use of Adjectives — small, high, bright, dirty, little etc.
	* One Words Substitution
February	* Second Term Examination
	* Lesson 16- The Balloon Man (<i>Poem</i>)
	* Lesson 17- I Love My India
	* Antonyms
March	* Use of Present Continuous Tense- singing, jumping, etc.
	* Story Writing
April	* Revision and Practice
	* Composition (controlled composition on topics based on children's experiences)
May	* Annual Examination



Class 5

The child will be able to express and share experiences in simple language. He/She will be able to read and understand text written in simple English and write short simple sentences. He/She will be able to answer the questions asked in the class and write them in his/her notebook. He/She will be able to describe things found in his/her surroundings such as cow, tree, house, school, teacher, etc. in simple English.

Suggested Teaching Learning Pedagogy

Learning Outcomes

<ul style="list-style-type: none"> The teacher encourages the children to speak in English by organising discussions, conversation on simple topics like- My family, My village etc. She guides them by giving hints and asking simple questions. 	<ul style="list-style-type: none"> Children are able to speak a few sentences in English on the given topics. They are able to introduce themselves confidently.
<ul style="list-style-type: none"> The teacher uses situational approach/questions substitution tables to introduce and practice new phrases and structures such as- ✓I like but I don't like..... ✓I have I don't have..... ✓I can I cannot.... 	<ul style="list-style-type: none"> Children can use the words they have learnt in small sentences.
<ul style="list-style-type: none"> The teacher encourages the students to read printed materials other than their textbook, to look for new words and phrases and share them in the class. 	<ul style="list-style-type: none"> Children take keen interest in learning new words and try to use them in their conversation.
<ul style="list-style-type: none"> The teacher introduces grammatical items in a context using examples and situations in and around the classroom and the surroundings such as- ✓I have a pen and a book. ✓This is his/her bag. ✓Rita has a doll. ✓Prepositions/Opposites The teacher uses puzzles, games, stories, group assignments etc. to reinforce the learning of new words and structures. 	<ul style="list-style-type: none"> Children learn the key words and are also able to use them in their speech and writing.
<ul style="list-style-type: none"> The teacher uses charts, story books, magazines and other print rich materials to promote reading with correct pronunciation, observing proper pauses, punctuations. The teacher uses dictation to ensure phonemic awareness, to reinforce learning 	<ul style="list-style-type: none"> They can take dictation and are able to write words/sentences correctly. They are able to recall the spellings of different words.



and writing practice.

<ul style="list-style-type: none"> The teacher encourages the students to answer the questions based on the text and to write them down as writing practice. The students are given opportunities to write short compositions (controlled) on topics, like-My school, My village, etc. using words and structures they have learnt earlier. 	<ul style="list-style-type: none"> Students are able to look up the answers and can write them down correctly. Children can speak and write a few sentences in English on familiar topics. They are able to write short compositions/picture compositions, using structures they have learnt.
<ul style="list-style-type: none"> The teacher uses pictorial charts, pictures, books, etc. to initiate a conversation on 'wild animals'. Audios, rhymes and stories can be used by the teacher to make the children aware of the terms used for sounds of animals e.g. dog- barks (bow-wow), cat- mews (meow) lion- roars (grrr) etc. 	<ul style="list-style-type: none"> The child is able to recall the English names and spelling of some wild animals. The child is aware of the terms that are used for sounds of different animals. They can talk about the special features of some animals in English.
<ul style="list-style-type: none"> Using a clock, the teacher explains how to tell the time in English using terms, such as quarter to, quarter past, etc. and introduces games and activities to reinforce them. The teacher uses different greetings depending upon the hour of the day. 	<ul style="list-style-type: none"> The child is able to tell the time using the correct expression for the position of hands in the clock. He uses appropriate salutations depending on the time of the day. (Good Morning, Good Afternoon, etc.)
<ul style="list-style-type: none"> With the help of a calendar, the teacher introduces months and seasons and relates them with their previous knowledge. 	<ul style="list-style-type: none"> Children are aware of the different seasons, names of the months of a year and know their order. They can pronounce the words correctly.
<ul style="list-style-type: none"> The teacher encourages the students to use a dictionary to find out meanings or the spellings of words. The teacher creates a congenial atmosphere in class to encourage conversations and questions from the students. 	<ul style="list-style-type: none"> Children are able to look up words in a dictionary. They are able to ask simple questions among themselves and give answers in English.



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6CDJ2H

DON'T GIVE UP

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.



Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.



So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

-Anonymous

New Words

Word	Pronunciation	Meaning
keep on	- कीप् ऑन्	- जारी रखना
never	- नॅवअ(र)	- कभी नहीं
full of mountains	- फुल् अक् माउन्टन्ज़्	- कठिनाइयों से पूर्ण
give up	- गिक् अप्	- प्रयास छोड़ना
overcome	- ओवअ(र)कम	- सफल होना, काबू पाना
make it	- मेक् इट्	- पूरा करना

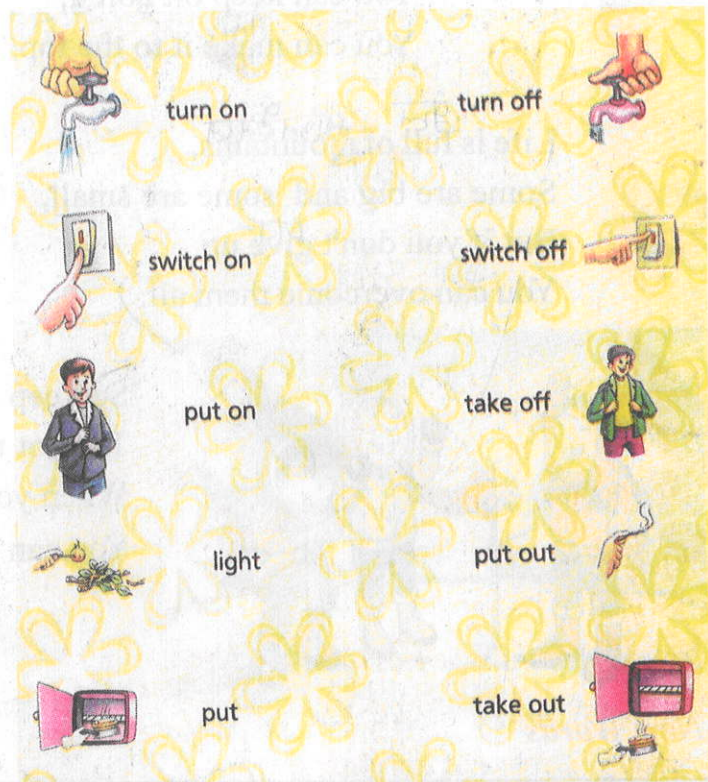
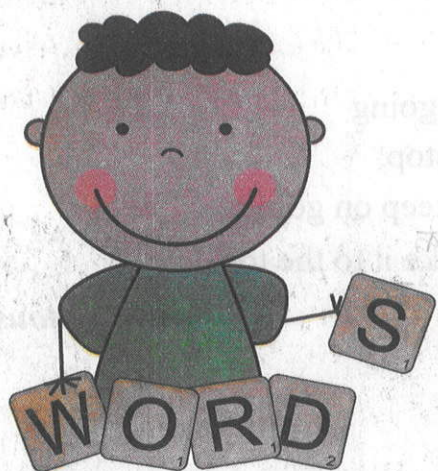
Comprehension Questions

- Answer the following questions:
 - Where are the children going?

- b. What does the word 'mountains' mean in the poem?
 c. Complete the lines -
 1. Some are big and
 2. You can make it
 d. What do you learn from this poem?

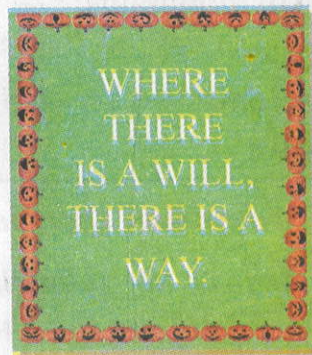
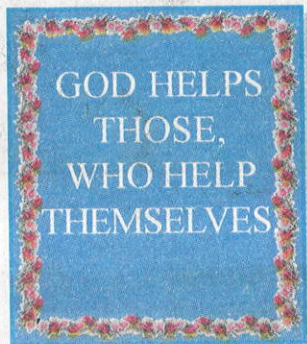
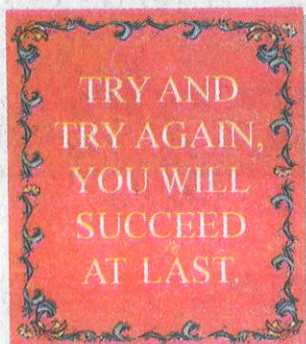
Word Power

1. When we turn on a tap we turn it off too. Learn the words for these actions and their opposites.



Activity

» Write the following slogans on a chart paper and hang it in your classroom:



THE ANT AND THE DOVE

It was a hot day. A little ant was very thirsty. She went to a river to drink water. Just then she lost her balance and fell into the water. She cried, "Help! Help!" A dove was sitting in a tree. He heard the ant's cry. The dove dropped a big leaf into the water. The ant climbed onto the leaf. The leaf floated to the river bank. In this way, the ant was saved.



After sometime, the ant saw a hunter. He had pointed his arrow at the dove. He wanted to kill him. The ant crawled up the hunter's foot and bit him. "Ouch!" cried the hunter and his arrow dropped. The dove was saved.

The ant and the dove helped each other like good friends.



A friend in need is a friend indeed

New Words

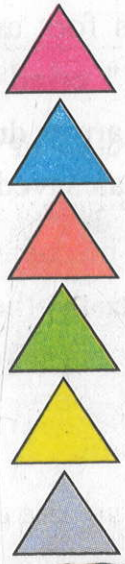
Word	Pronunciation	Meaning	First form of the Verb
thirsty	- थ(र)स्टि	- प्यासी	
dove	- डव्	- सफेद कबूतर	
dropped	- ड्रॉप्ट	- छूट गया	drop - छूटना
floated	- फ्लोटिड्	- तैरा	float - तैरना
saved	- सेव्ड	- बच गई	save - बचाना
hunter	- हन्टअ(र)	- शिकारी	
pointed	- पॉइन्टिड्	- निशाना लगाया	point - निशाना लगाना
arrow	- ऐरो	- तीर	

Comprehension Questions

- Answer the following questions:
 - Where did the ant go and why?
 - How did the dove save the little ant?
 - Who wanted to kill the dove?
 - Why did the ant bite the hunter?
 - What is the moral of the story?
 - Have you ever been in trouble like the ant? Did anyone help you?

2. Write 'T' for true and 'F' for false statements:

- The little ant was very hungry.
- The ant fell into the water.
- The ant saw a hunter.
- The dove was killed.
- The ant climbed up the tree.
- The ant and the dove did not help each other.

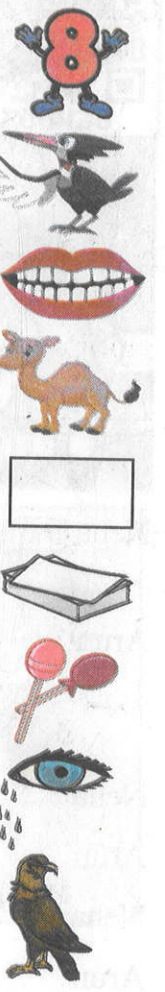


Word Power

1. Complete the grid with the hints given below:

E				
	E			
		E		
			E	
				E
			E	
	E			
E				

- It comes after seven.
- Birds peck with these.
- We cannot eat without these.
- This animal has a hump.
- It is the opposite of black.
- Our books are made of this.
- It is the opposite of sour.
- We have these in our eyes, when we are sad.
- It is a huge bird that flies high in the sky.



Language Practice

- Complete the following sentences using the past tense of the given verbs:
 - Alok _____ the job last month. (leave)
 - Priti _____ her pen in the school. (lose)
 - Barkha _____ her homework at 5 o'clock. (finish)
 - Sunil _____ his books on the table yesterday. (keep)

Activity

Draw the pictures of this story on a chart paper and colour it.





IN THE ZOO



Last Sunday, the weather was cloudy. Arun along with his younger sister Neha, visited the zoo. As they reached the main gate of the zoo, they saw a huge crowd. Some people were buying entrance tickets while others were relaxing in the shade of the trees. As they entered the zoo-

Neha : I am scared to go inside the zoo. Don't you think we may be attacked by the animals of the zoo.

Arun : Don't worry Neha. In the zoo some animals are kept in the cages and some are kept in the area surrounded by the barrier. Look, there are so many animals here.

Neha : Oh Yes, I want to see a giraffe first. Where is the giraffe?

Arun : See, the giraffe is near the fence, it has a long neck.

Neha : Brother, look at the monkeys.

Arun : Yes, the monkeys are swinging up and down the trees.

Neha : Oh my God! Look at the tiger.

Arun : It's on the rock.

Neha : Look brother, the tiger is coming down the rock. It has stripes on its body. Where is the lion?

Arun : See, the lion is in front of its den. It looks so powerful. It is sleeping.

Neha : Wow! Look at the peacock.

Arun : It is dancing in the garden.



Neha : Look at those yellow birds there.

Arun : Yes, those birds are flying over the trees.

Can you see a baby deer behind the tree?

Neha : Oh yes! And look, there is a family of zebras.

Arun : Yes dear, the baby zebra is playing between the mother zebra and the father zebra. They all have black & white stripes on their bodies.

They saw other animals too and enjoyed very much. When it was evening, they came out of the zoo and boarded the bus.

New Words

Word	Pronunciation	Meaning	First form of the Verb
weather	- वेदअ(र)	- मौसम	visit - भ्रमण
visited	- विजिटिड	- भ्रमण के लिए गया	
entrance	- ऐन्ट्रन्स	- प्रवेश द्वार	
relaxing	- रिलैक्सिड	- आराम कर रहे हैं	
surrounded	- स'राउन्डिड	- घिरा हुआ	
swinging	- स्विंगिड	- झूल रहे हैं	
behind	- बिहाइन्ड	- पीछे	
boarded	- बो(र)डिड	- सवार हुए	

Comprehension Questions

1. Answer the following questions:

- What was the weather like?
- Where was the giraffe?
- Which animal has a long neck?
- What were the monkeys doing?
- Where was the lion?
- Name the animals who have stripes on their bodies?
- Was the deer in front of the tree or behind the tree?
- Were the birds sitting on the tree?
- What was the baby zebra doing?

Word Power

1. Circle the odd one out. One has been done for you:

- a. peacock parrot sparrow monkey
- b. sun tree moon star
- c. lily rose jasmine grapes
- d. lion tiger sheep elephant
- e. brother chair sister mother
- f. fish camel turtle crocodile

Language Practice

1. Look at the pictures and fill in the blanks with correct preposition:

(a). Is the dog sitting on the table?

No, it is sitting _____ the table.



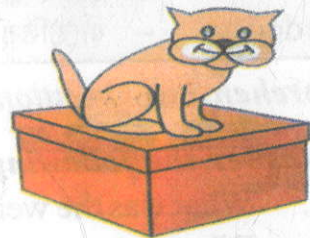
(b) Is the girl standing behind the television?

No, she is standing _____ the television.



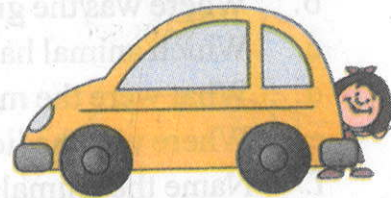
(c) Is the cat sitting under the box?

No, it is sitting _____ the box.



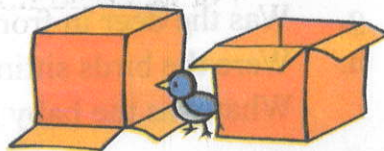
(d) Is the girl standing in front of the car?

No, she is standing _____ the car.



(e) Is the bird sitting in the box?

No, it is sitting _____ the two boxes.

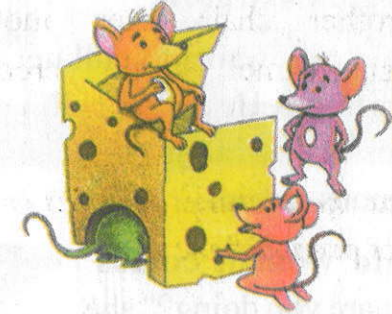


Activity

1. Collect and paste the pictures of some domestic and wild animals in your notebook and write their names under them.

2.

Leisure Time



Four little mice,

Became very hungry one night

Into the kitchen they hurried

And in a corner, a chunk of cheese they spied

Two went under the cheese and nibbled from below,

Until they met halfway through.

One sat on the cheese and ate much more from above

The fourth watched them beside

For he could find no place inside.





THE ENORMOUS TURNIP

It is a story of an old man who plants some turnip seeds in his farm. The turnip seeds grew. The turnip seeds grew and grew.

The old man wants to pull up the enormous turnip. He tries to pull it many times but he cannot pull up the enormous turnip.

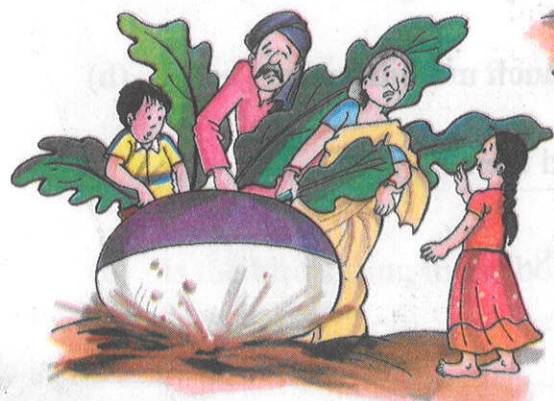
An old woman comes there. "What are you doing?" she asks the old man.

"I want to pull up this enormous turnip," says the old man.

"I can pull up this enormous turnip alone," says the old woman. "No, you cannot pull it up alone, I will help you." says the old man.

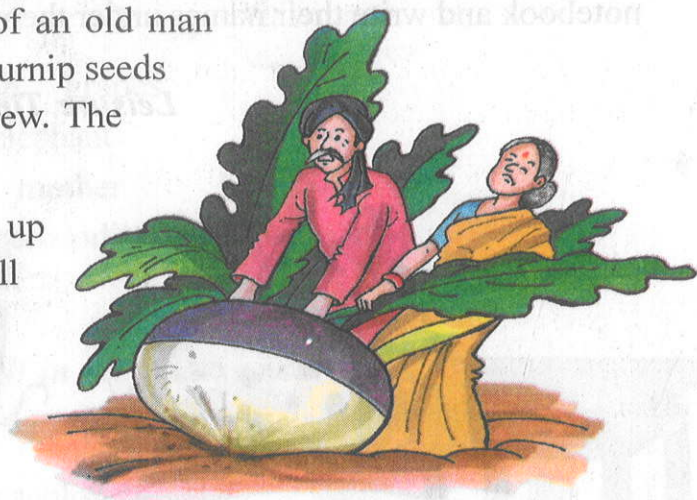
The old man and the old woman pulled and pulled but they could not pull up the enormous turnip.

A boy comes there.



"We want to pull up this enormous turnip. Can you help us?" asks the old woman. "Yes, I will help you," says the boy.

They pulled and pulled together but they could not pull up the enormous turnip.



Meanwhile a girl comes there. "Will you help us to pull up this turnip?" the boy asks the girl. "Why not, I will definitely help you." says the girl.

The old man, the old woman, the boy and the girl pulled and pulled.

Up comes the enormous turnip.

"Who will cook this turnip so that we can enjoy eating it." the old man asks. "I will cook it," the old woman replies. She made delicious dish of the turnip and they all ate and enjoyed it.



New Words

Word	Pronunciation	Meaning	First form of the Verb
enormous	- इ'नॉमस	- विशाल या अत्यधिक	pull - खींचना
turnip	- 'टनिप्	- शलजम	
seeds	- सीड्स	- बीज	
plants	- प्लान्ट्स	- बीज बोना	
pulled	- पुल्ड	- खींचा	
delicious	- डि'लिशस	- स्वादिष्ट	
dish	- डिश्	- व्यंजन	

Comprehension Questions

1. Answer the following questions:

- What did the old man plant in his farm?
- Why was it difficult for the old man to pull up the turnip?
- Who helped the old man to pull up the enormous turnip?
- Who prepared the dish of turnip?
- Who all ate the dish of the turnip?

Word Power

1. One word in each of the following sets is different from the others. Circle the odd one out?

- turnip, potato, tomato, sunflower, carrot, brinjal
- cow, horse, goat, fox, kangaroo, melon
- banyan, neem, peepal, mango, snake, apple
- rose, lilly, sunflower, lotus, cauliflower
- peacock, parrot, lizard, crow, woodpecker

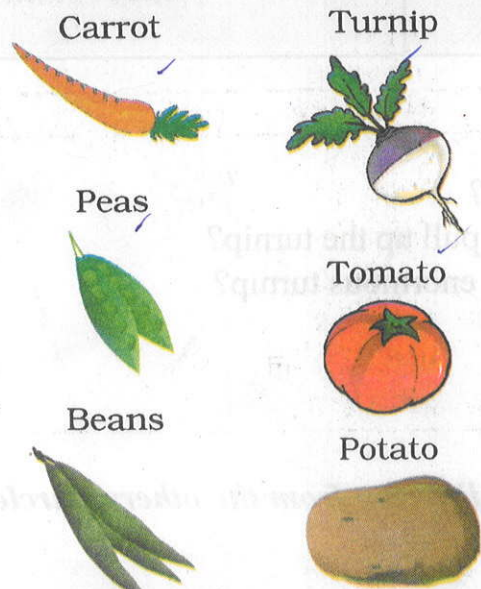
Language Practice

1. Make meaningful sentences with the help of the table given below:

A	fish	can	hop
	boy		fly
	frog	cannot	walk
	bird		talk
	elephant		swim

Activity

1. How many vegetables can be find in this maze? Draw a circle around each word. One has been done for you:



E	T	L	B	A	C	P	G
I	U	Q	E	P	K	E	H
X	R	F	A	R	W	A	S
B	N	G	N	I	A	S	Z
T	I	M	S	R	E	S	J
A	P	B	D	U	Y	V	Z
P	D	C	A	R	R	O	T
O	J	O	Y	M	F	V	D
T	C	K	L	Q	O	H	P
A	N	T	O	M	A	T	O
T	W	C	J	E	H	U	L
O	I	F	T	G	X	N	K



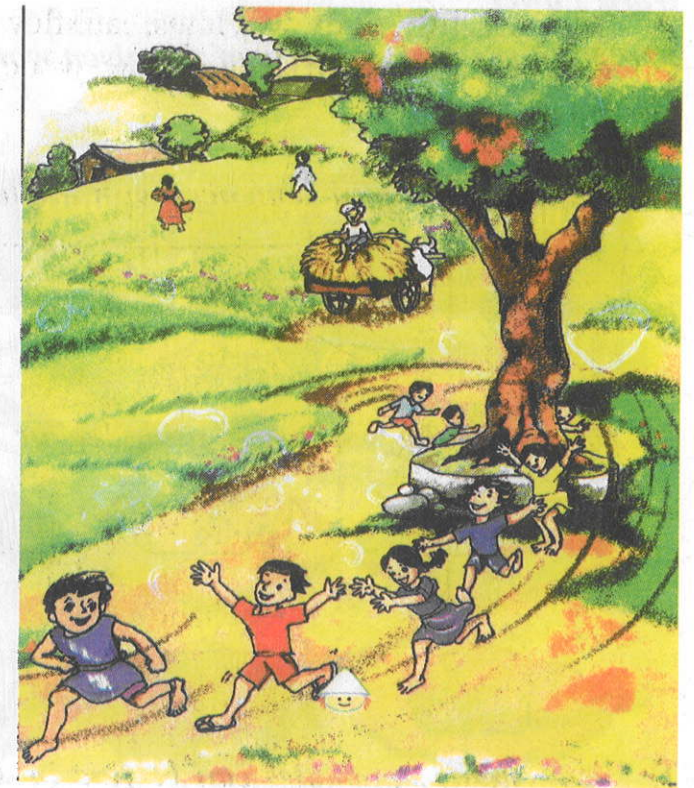
RUN!

Away from the city
And into the sun,
Out to the country,
Run! Run! Run!

Run in the raindrops!
Run beneath the trees!
Run little races
With each little breeze!

Run down the hillside,
Run up the lane,
Run through the meadow,
Then run back again!

Run and be merry
All through the day!
Run to the country,
Away! Away! Away!



-Mary Daunt

New Words

Word	Pronunciation	Meaning
away	- अवे	- दूर जाना
country	- कन्ट्री	- ग्रामीण क्षेत्र
beneath	- बिनीथ	- नीचे
breeze	- ब्रीज	- मंद हवा
hillside	- हिलसाइड	- पहाड़ी क्षेत्र
meadow	- मैडो	- घास का मैदान
merry	- मॅरि	- प्रसन्न होना

Comprehension Questions

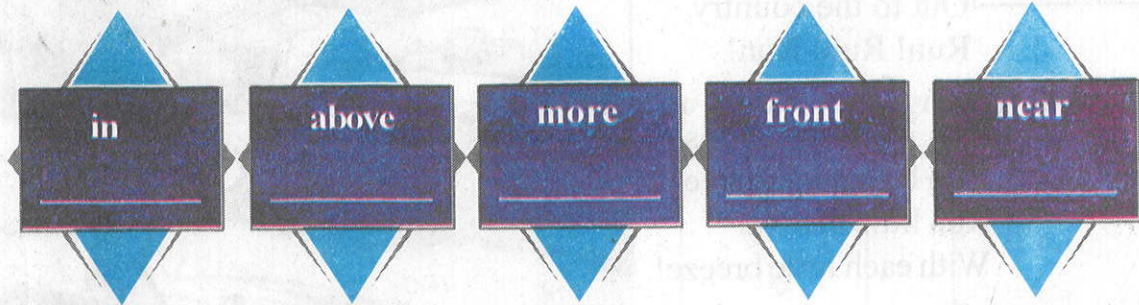
1. Answer the following questions:

- What does the poem tell us to do?

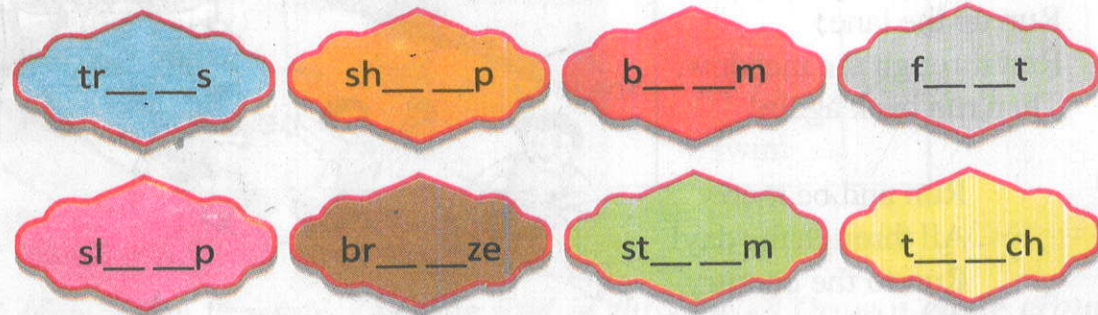
- b. Name the places where the child wants to run.
c. Do you like to play and run about? Why?

Word Power

1. Find out the opposites of the given words from the poem:



2. Complete the words by writing 'ee' or 'ea':



Activity

» Running is a very good exercise. Name the games in which you have to run. Paste or draw the related pictures in your notebook.

Riddle Time

Who am I?

I go up and down a lot,
Whether it is cold or hot.
Sometimes I am on the ground,
Other times I am in the clouds.
My name rhymes with daughter,
I am your friend named _____



THE CLEVER FARMER



कोड नं०-92 हाईटेक प्रिंटर्स एण्ड पब्लिशर्स, पंचवटी, मथुरा, शिक्षा सत्र 2021-22

(This is a story of a clever farmer, who lives on the hillside where farmers do terrace farming.)

Once a farmer bought a field near a hillside. He, then bought a pair of bullocks and began ploughing his field happily. Hardly had he ploughed half of the field when a tall man came and cried out angrily, "Hey you there, my house is at the foot of this hill. What are you doing on my terrace?"

"Please do not get angry, be calm," replied the farmer. He said further, "I am ploughing the field to sow the seeds. When I grow the crop, I shall share the harvest with you every year. One year you take what grows below the ground and the next year you take what grows above the ground."

The tall man was pleased. He had no idea of the farmer's plan of fooling him.

The first year, the farmer sowed wheat. He took all the wheat as it grew above the ground and gave the roots to the tall man which were below the ground.

The tall man got angry. He told the farmer that the next time he would take the part which would grow above the ground. The farmer agreed.

The next year the farmer grew groundnuts. When the crop was ready, the farmer took all the groundnuts as it grew below the ground. The poor tall man got only the leaves which were above the ground.

In this way the tall man was fooled by the farmer again.

Cleverness is not wisdom

New Words

Word	Pronunciation	Meaning
bullocks	- बुलकस्	- बैल
ploughing	- प्लाउइड	- हल चलाना
angrily	- ऐङ्ग्रिलि	- गुस्से से
terrace	- टेरस	- सीढ़ीदार खेत
calm	- काम्	- शांत
sow	- सो	- जमीन में बीज बोना
pleased	- प्लीज्ड	- संतुष्ट होना

Comprehension Questions

1. Answer the following questions:

- Where did the farmer live?
- Which type of farming is done on the hillside?
- Why was the tall man angry?
- Who pleased the tall man and how?
- Who was cleverer the farmer or the tall man? Give reasons.
- The farmer bought _____.
 - a pair of cows
 - a pair of bullocks
 - a pair of buffaloes
 - a pair of horses
- Name two crops which grow above the ground and below the ground.

Word Power

1. Fill in the blanks with the words given in the box:

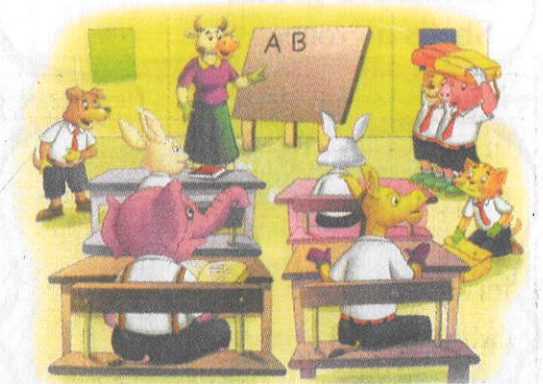
clever fooled crop sowed pair

- The farmer _____ seeds in the soil.
- He taught his dog some _____ tricks.
- The rice _____ was damaged by the flood this year.
- Rohan purchased a _____ of gloves from the market.
- I am not going to be _____ once again by the shopkeeper.

Language Practice

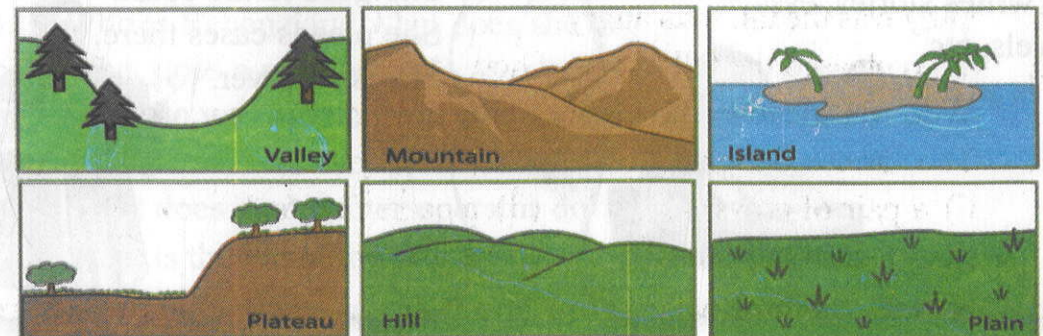
1. Fill in the blanks with correct helping verbs (is/am/are):

- This _____ Mrs. Cow's classroom.
- Two bunny rabbits _____ sitting on the first bench.
- The calf-elephant _____ sitting on the last bench.
- "I _____ the monitor," says the puppy.
- The piglet and the cub _____ punished by Mrs. Cow.
- They _____ punished for not doing their homework.
- Mrs. Cow _____ writing alphabets on the board.
- "I _____ sorry," says the kitten when she drops her bag.



Activity

» Draw the images of different landforms given below on a chart paper:



PEOPLE, WHO HELP US



Rehana owns a shop.
She sells food items and small household goods.
She is a grocer.

Pankaj fits water pipes, taps, etc.
He also repairs them.
He is a plumber.



Anand owns a bakery.
He bakes biscuits, bread and cakes, etc.
He is a baker.

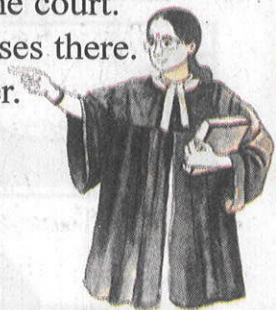
Trisha works in an office.
She types letters and documents.
She works on a computer.
She is a computer operator.



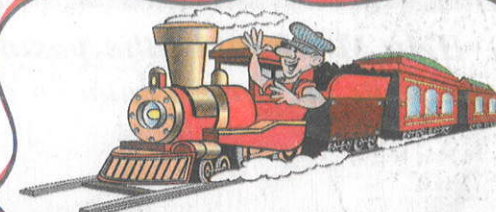
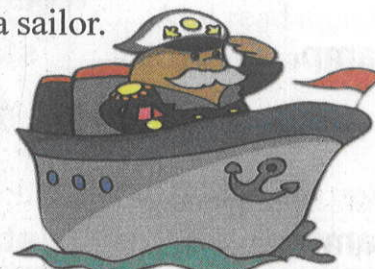
Chetan writes books.
He writes stories, essays, novels, etc.
He is an author



Shivani wears a black coat.
She goes to the court.
She pleads cases there.
She is a lawyer.



Jordan sails boats and ships.
He is a member of a crew.
He is a sailor.



Gurpreet drives a train.
He takes passengers and goods to different places by his train.
He is a locopilot.

New Words

Word	Pronunciation	Meaning
owns	- ओन्ज़	- किसी वस्तु का स्वामी
household goods	- हाउसहोल्ड गुड्ज़	- घरेलू सामान
repairs	- रिपेअ(र)ज़	- मरम्मत करता है
bakery	- बेकरि	- जहाँ बिस्कुट, ब्रेड एवं केक बनाया जाता है
documents	- डॉक्युमन्ट्स्	- दस्तावेज़
pleads	- प्लीड्ज़	- गंभीरतापूर्वक याचना करता है
sails	- सेल्ज़	- नदी या समुद्र में नाव या जहाज़ को चलाता है
crew	- क्रू	- जहाज़ या विमान के कर्मचारी
passengers	- पैसिन्ज(र)ज़	- यात्री

Comprehension Questions

1. Answer the following questions:
 - a. Who is Rehana and what does she do?
 - b. What does a plumber do?
 - c. What do we call a person who sails boats and ships?
 - d. Where does a lawyer plead cases?
 - e. What does a computer operator do?
 - f. What is the job of a locopilot?



Word Power

1. Help Mr. Raghu, the postman to deliver these letters to the right people. Write the correct name in each letter. One has been done for you.

stamp To, Mr. Ghosh the architect	stamp To, the professor	stamp To, the author
stamp To, the pilot	stamp To, the chef	stamp To, the colonel

- Mr. Ghosh draws plans for buildings.
- Mr. Das is an officer in the army.
- Miss Lal flies planes.
- Miss Khan is a cook in a big hotel.
- Mrs. Rani teaches in a college.
- Mrs. Shah writes stories, novels, etc.

Language Practice

1. Fill in the blanks with the verbs given in the brackets by changing it in Present Indefinite Tense. One is done for you:

- The child **loves** to play. (love)
Children **love** to play. (love)
- Awani _____ to school. (go)
Awani and Adil _____ to school. (go)
- My mother _____ care of us. (take)
My parents _____ care of us. (take)
- He _____ fish. (eat)
They _____ fish. (eat)

Activity

Make a "Teacher's Day" card for your teacher by using coloured paper and decorate it.



BOBBY: THE ROBOT

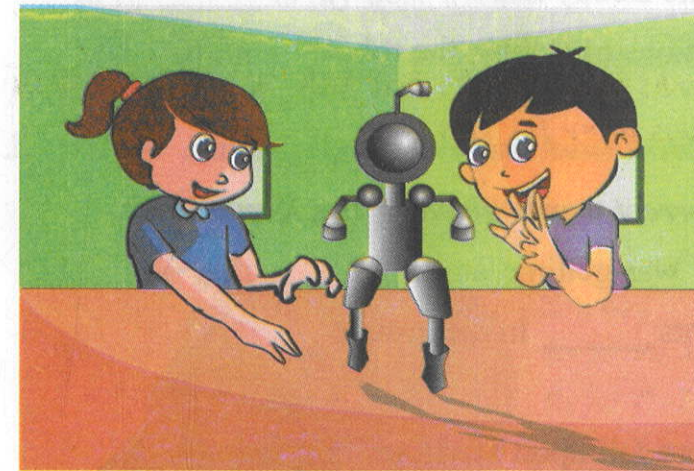
Atul read an advertisement in the newspaper - "You can make your own robot,

a robot that hops."

As soon as he read this, he said excitedly, "Now I can make my own hopping robot." He rushed to the shop and bought a robot kit.

On reaching home he assembled all the parts of the robot and named it Bobby. But Atul could not make Bobby hop. He read the instructions carefully and tried to reassemble it, but failed.

Atul called his mother to help him. Mother also tried very hard but she too could not make Bobby hop. Atul's father came in to find out what they were doing.



One after the other, everyone in the house tried. No one could make Bobby hop. At last Atul's sister, Mala saw the phone number of the shop on the packet. She called up the shopkeeper. She asked, "Why is Bobby not hopping?" The shopkeeper replied, "You must tap it on its head after assembling all the parts." Now Atul tapped on the Bobby's head. Wonder of wonders, Bobby hopped!

Bobby, the robot, hopped all around in the room. Atul called his friends to play with it. Prashant, one of his friends asked, "What are the other functions of your robot?" "It performs various functions. It walks, speaks and moves its arms too." Atul replied.

All his friends played with Bobby and enjoyed.

New Words

Word	Pronunciation	Meaning	First form of the Verb
hops	- हॉप्स	- फुदकना	
excitedly	- इक्'साइटिड्लि	- उत्तेजित होकर	
rushed	- रशड्	- तेजी से चला	rush - तेजी से चलना
assembled	- अ'सेम्बल्ड	- हिस्सों को जोड़ा	assemble - हिस्सों को जोड़ना
instructions	- इन्'स्ट्रक्शन्स	- निर्देश	
functions	- फंङ्क्शन्स	- कार्य	

Comprehension Questions

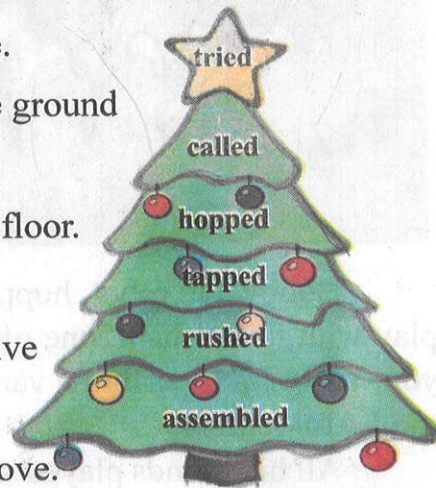
1. Answer the following questions:

- What was the advertisement about?
- What did Atul do with the robot kit?
- What was the name of the robot?
- How did Mala help her brother?
- Where did Atul tap to make Bobby hop?
- What were the other functions of Bobby, the robot?

Word Power

1. Fill in the blanks with the correct words given in the X-mas tree:

- I _____ to school as I was getting late.
- At 9 o'clock all the students _____ in the ground for the prayer.
- Ruby _____ to dance but fell upon the floor.
- The rabbit _____ down the road.
- Teacher _____ Ankur on the stage to give him the award.
- Mini _____ on her doll's head to make it move.



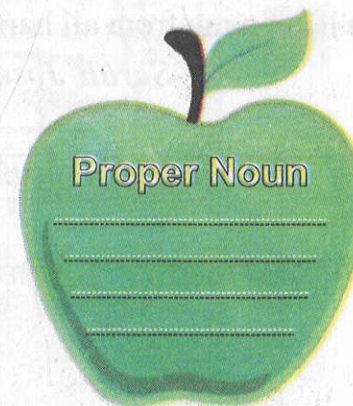
Language Practice

1. Fill in the blanks with suitable common or proper nouns of your choice (remember a proper noun always begins with a capital letter):

- _____, _____ and _____ are good friends.
- The _____ is my favourite animal.
- The _____ has sweet smell.
- The _____ has sour taste.
- The fourth day of the week is _____.
- We have holidays during the month of _____.
- The _____ is a big bird.
- I went to _____ last year.
- The _____ is a pet animal.
- Mother bought me a new _____.
- _____ is my best friend.
- I sit on a _____ and watch television.



2. Now classify the nouns you have used above:



Activity

Ask the children to make a colourful robot on a cardboard sheet or a chart paper and label its parts.

**MARY'S LAMB**

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went
That lamb was sure to go;

He followed her to school one day-
That was against the rule,
It made the children laugh and play,
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about,
Till Mary did appear;

And then he ran to her, and laid
His head upon her arm,
As if he said- "I'm not afraid-
You'll keep me from all harm."

-Sarah Josepha Hale

**New Words**

Word	Pronunciation	Meaning	First form of the Verb
fleece	- फ़लीस्	- भेड़ के बाल	follow - पीछे जाना
followed	- फॉलोड	- पीछे गया	
against	- अगेन्स्ट	- के विरुद्ध	linger - देर तक रुकना
lingered	- लिङ्ग(र)ड	- देर तक रुका रहा	
patiently	- पेशन्ट्लि	- धैर्यपूर्वक	lay - सतह पर रखना
appear	- अपिअ(र)	- दिखाई पड़ना	
laid	- लेड	- सतह पर रखा	

Comprehension Questions

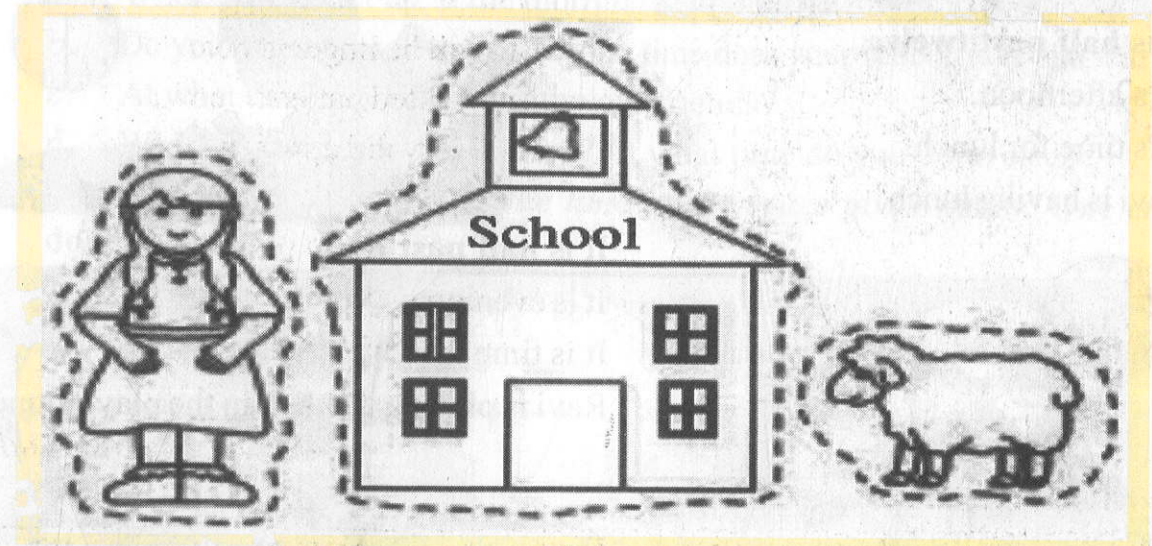
1. Answer the following questions:

- What did Mary have?
- What would you do if your pet follows you to your school?
- Who turned the Mary's lamb out and why?

Word Power

1. Find the rhyming words from the poem. One is done for you:

- | | | | |
|-----------|------|-----------|--|
| a. day - | play | b. rule - | |
| c. out - | | d. near - | |
| e. laid - | | f. arm - | |

Activity

- Draw the given pictures on a plain card sheet, colour it and cut each part separately. Paste ice-cream sticks on them to hold them. Ask the children to use these pictures to re-tell the rhyme.
- Do you have a pet or pets? If yes, how do you take care of them? Discuss with your friend.

THE CLOCK SAYS



It is **six o'clock**.
It is morning.

Good Morning!



It is time to get up.
Ravi wishes his mother, 'Good morning'.

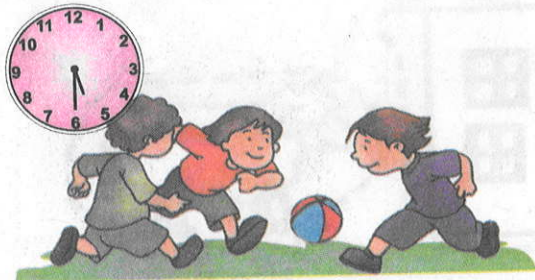
It is a **quarter to nine**.
Ravi has had his breakfast.
He is going to school.



It is **half past twelve**.
It is afternoon.
It is time for lunch.
Ravi is having lunch.



It is **half past five**.
It is evening.
It is time to play.
Ravi is playing football in the playground.



It is a **quarter past seven**.
Ravi is studying.
He is doing his home-work.



It is **nine o'clock**.
It is time to go to bed.
Ravi is sleeping.

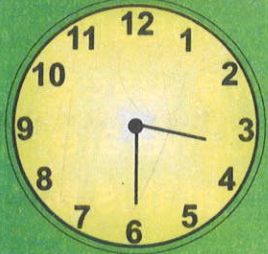
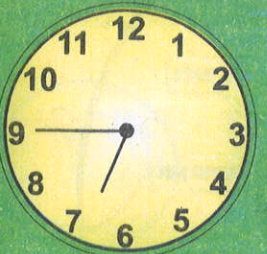
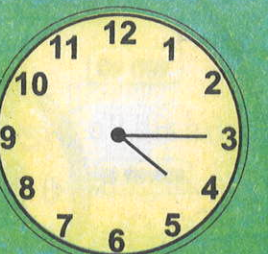
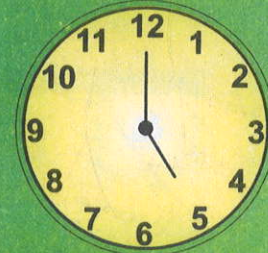

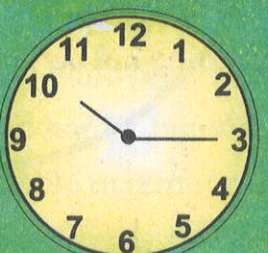


New Words

Word	Pronunciation	Meaning
breakfast	- ब्रेक फ़स्ट	- सुबह का नाश्ता
o'clock	- अ क्लॉक	- (बजे) समय बताने के लिए एक से बारह तक की संख्याओं के बाद प्रयुक्त शब्द
quarter to	- क्वॉट(र) टू	- (पौने) हर घंटे के पन्द्रह मिनट पहले
half past	- हाफ़ पास्ट	- (साढ़े) पूरे घंटे के बाद तीस मिनट
quarter past	- क्वॉट(र) पास्ट	- (सवा) हर घंटे के पन्द्रह मिनट बाद

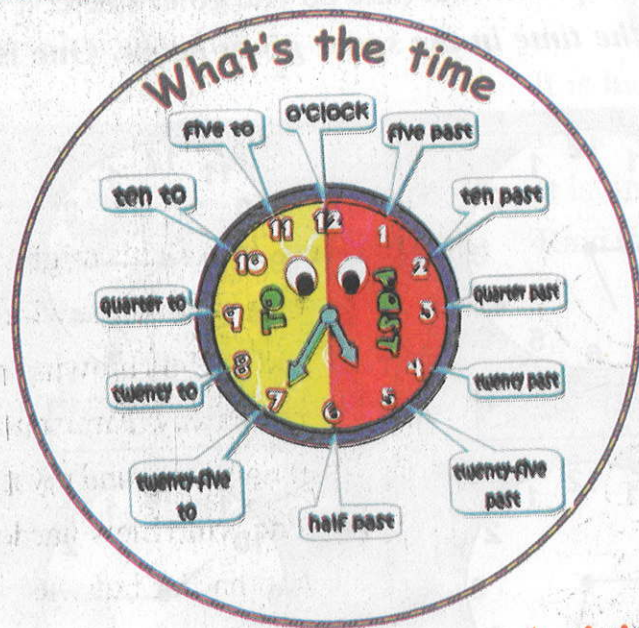
Comprehension Questions

- Answer the following questions:
 - When do you get up in the morning?
 - Do you reach school on time? What time does your school start and end?
 - At what time do you play with your friends?
 - Which is the best time to sleep? At what time do you go to sleep?
- Look at the clocks and write the time in the space given below. One is done for you -

 half past three	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

3. Show the time on the clocks given below. One is done for you:

Let's Learn



O'clock is 'of the clock' means when we use this word, we are saying that it is a particular hour 'according to the clock'.

Activity

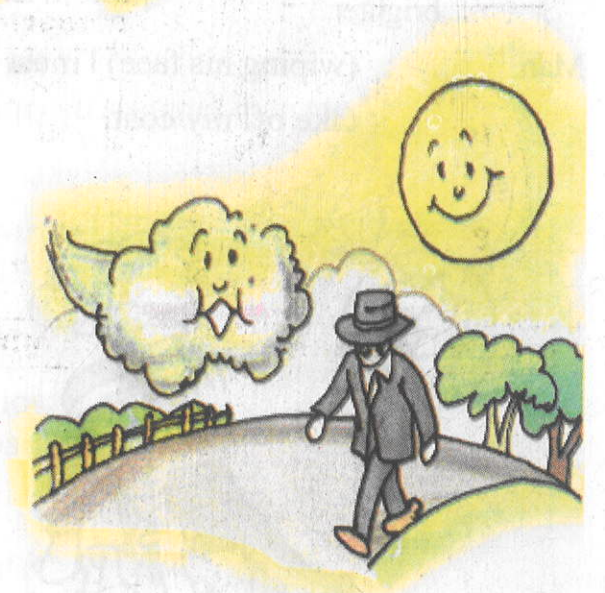
- » Make a time table of your daily routine.
- » Make a manual clock using cardboard, colours and chart paper.

THE SUN AND THE WIND



One day the sun and the wind met, on the hilltop. It was a beautiful morning. The sun was shining in the sky. The cool wind was blowing gently. A man was walking down the road. He was wearing a coat. The sun and the wind started talking.

Wind : How are you?
 Sun : I am fine, thank you. How are you?
 Wind : I am okay! Let's have a bet today. Do you see that man on the road? Let's see who can take off his coat.
 Sun : I am ready. Let's see who is stronger?



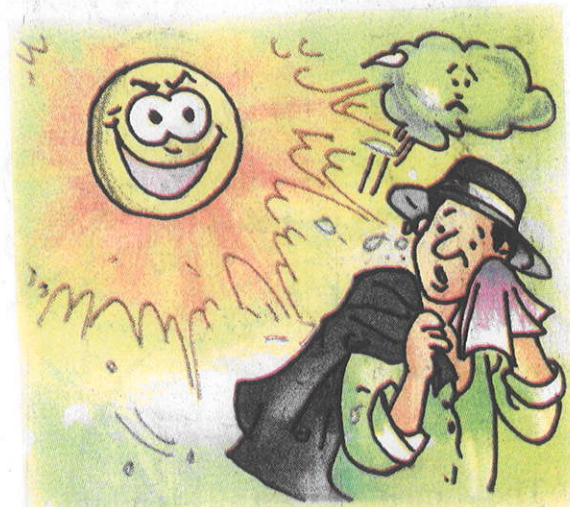
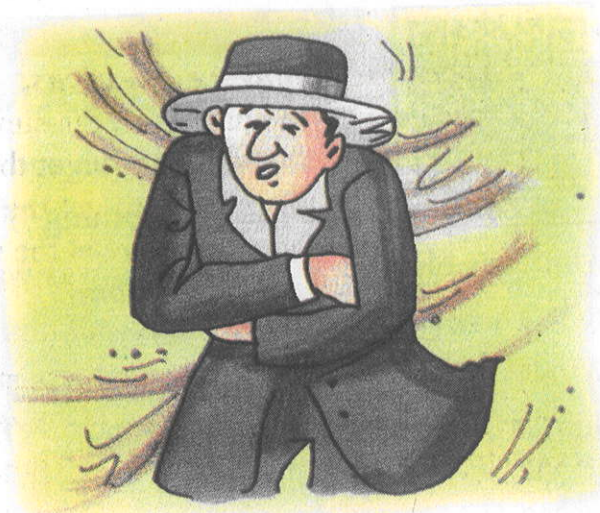
The wind blew with all his might.
 Man : How strong the wind is today? It is blowing my coat away. I must hold it tightly around myself. The wind blew harder and harder but was unable to remove the man's coat.

Wind : Dear sun, I give up, I cannot get his coat off.

Sun : Now let me try. I will make him feel hotter and hotter.

The sun shone brighter and brighter.

Man : (wiping his face) I must take off my coat.



Sun : I cannot bear the scorching heat of the sun.

Wind : Dear wind, I have won, I have made him take off his coat.

Wind : Congratulations dear! You are indeed stronger than me.

Wind represents the outer force whereas

the sun could make the person feel the heat inside.

Persuasion is better than force

New Words

Word	Pronunciation	Meaning
hilltop	- हिलटॉप	- पहाड़ी की चोटी
blowing	- ब्लोइङ्	- बह रही है
bet	- बेट	- शर्त
take off	- टेक् ऑफ्	- उतार देना
might	- माइट	- प्रचुर शक्ति
persuasion	- पर्सवेशन्	- समझाना-बुझाना
scorching	- स्कॉचिंग	- बहुत गर्म

Comprehension Questions

1. Answer the following questions:

- How was the day when the sun and the wind met?
- What did the wind do to get the man's coat off?
- What did the sun do to get the man's coat off?
- What was the bet between the sun and the wind? Who won the bet?

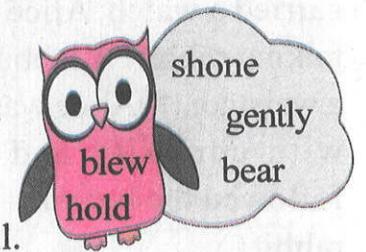
2. Who said these and to whom?

- "Let's have a bet today."
- "I am ready. Let's see who is stronger."
- "I give up, I cannot get his coat off."
- "Congratulations dear! You are indeed stronger than me."

Word Power

1. Fill in the blanks with the given words:

- It is too hot. I can't _____ the heat.
- My father patted me _____ on my back.
- The wind _____ away the leaves.
- Her face _____ with a glowing smile.
- _____ my hand tightly so that I may not fall.



Language Practice

2. Fill in the blanks with the correct degree of adjectives:

- She is the _____ friend I have. (tall, taller, tallest)
- Apples are _____ than mangoes. (good, better, best)
- Which is the _____ city in the world? (large, larger, largest)
- May is the _____ month. (hot, hotter, hottest)
- Cotton is _____ than wood. (light, lighter, lightest)
- Orange is not so _____ as guava. (sweet, sweeter, sweetest)
- My aunt is _____ than my mother. (fat, fatter, fattest)



Activity

Role play the story for developing social and communication skill among the children.



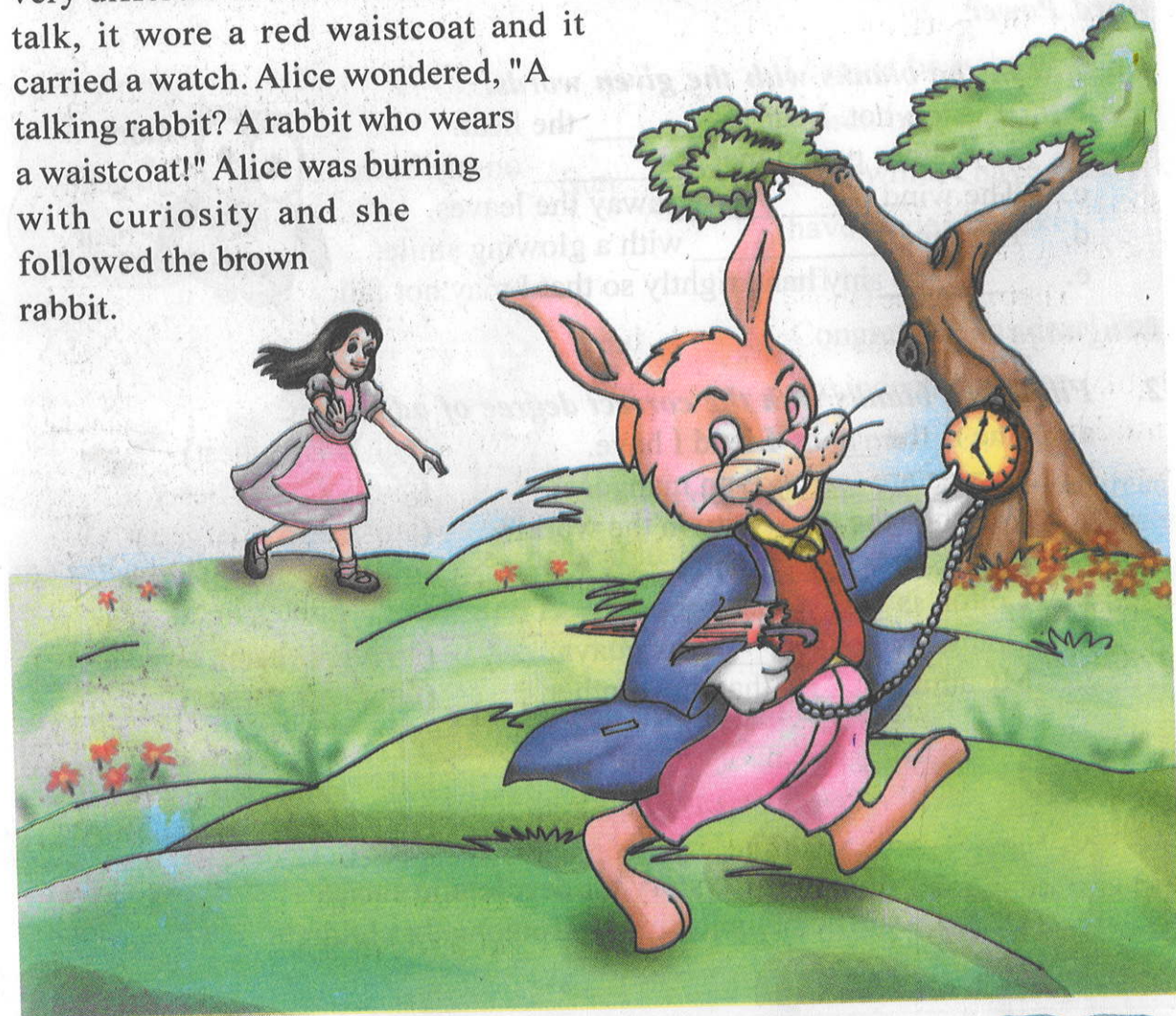
ALICE IN WONDERLAND



One day, Alice was lying under a tree listening to her sister reading a story.

Suddenly, she saw a brown rabbit scamper by. He had pink eyes and was wearing a blue coat. He took out a big watch from his waistcoat pocket and as he hurried away, he said, "Oh dear, I will be too late!"

She thought there was something very different about this rabbit. It could talk, it wore a red waistcoat and it carried a watch. Alice wondered, "A talking rabbit? A rabbit who wears a waistcoat!" Alice was burning with curiosity and she followed the brown rabbit.



The rabbit started running and Alice followed the rabbit. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

Alice said aloud, "Where am I? How many miles down have I fallen? I must be getting somewhere near the centre of the earth." She wondered, "Will I slip through the earth to the other side?"

Thump! Alice landed on a pile of dry leaves. She looked around quickly and suddenly saw the brown rabbit again. It disappeared saying, "Oh, my ears and whiskers! How late it's getting!" Alice stood up and saw a small door about fifteen inches high. It was too small for her to go through.

She saw a glass table with a golden key on it. She tried the little golden key in the lock and to her delight it fitted! Alice opened the door and looked into the loveliest garden she had ever seen! How she longed to be among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.



"Oh! How I wish, I could become smaller!" she exclaimed loudly.



- Adapted from 'Alice in Wonderland' by Lewis Carroll

New Words

Word	Pronunciation	Meaning	First form of the Verb
wonderland	- वन्ड(र)लैंड	- अद्विभूत दुनिया	
scamper	- स्कैम्प(र)	- तेजी से हड़बड़ा कर दौड़ना	
waistcoat	- वेस्टकोट	- सदरी	
wondered	- वन्ड(र)ड	- आश्चर्य जताया	wonder - आश्चर्य चकित होना
curiosity	- क्यूअरि'ऑसटि	- उत्सुकता	
followed	- फॉलोड	- अनुसरण किया	follow - अनुसरण करना
popped down	- पॉपड डाउन	- अचानक नीचे गिरना	
landed	- लैंडेड	- उतरा	land - उतरना
pile	- पाइल्	- वस्तुओं का ढेर	
whiskers	- विसक(र)स	- बिल्ली या चूहे के मुँह पर लम्बा बाल	
delight	- डि'लाइट	- अत्यधिक प्रसन्नता	
longed	- लॉंग्ड	- तीव्र इच्छा व्यक्त किया	
exclaimed	- इक्'स्क्लेम्ड	- भावावेश में अचानक चिल्लाया	exclaim - भावावेश में अचानक चिल्लाना

Comprehension Questions

1. Answer the following questions:

- While listening to the story, what did Alice see?
- What was different about the rabbit that Alice saw?
- Where did the rabbit go?
- How did Alice reach Wonderland?
- What strange things did Alice see?

Word Power

1. Find one word from the story that means:

- to walk fast **h** _____
- happy **d** _____
- at once **q** _____
- to be seen no where **d** _____
- move fast **s** _____
- eager to know **c** _____

Language Practice

1. Make Wh- questions for statement given below. One has been done for you-

- My name is Rahul
What is your name?
_____ ?
- I am going to school.
_____ ?
- My father is a goldsmith.
_____ ?
- I am ten years old.
_____ ?
- Mrs. Preeti Tripathi teaches me English.
_____ ?
- I get up at six o'clock.
_____ ?

Activity

1. Imagine you are going on a journey to the centre of the earth. What do you think you will see there?





MOTHER EARTH



The Earth is my mother
She is good to me.

She gives me everything that I ever need,
Food on the table, the clothes I wear,
The sun and the water and the cool fresh air,
The great provider for me and you.

Her ways are gentle, her life is strong,
Living in tune like a beautiful song,
The Earth is my mother and my best friend too,
The great provider for me and you.

The Earth is my mother
She is good to me.

--Anonymous

Earth day is celebrated on 22nd April



New Words

Word	Pronunciation	Meaning
wear	- वेअ(र)	- पहनना
fresh	- फ्रॅश	- ताज़ा
provider	- प्रवाइडअ(र)	- देने वाली
gentle	- जॅन्टल्	- दयालु और शांत
tune	- ट्यून	- धुन

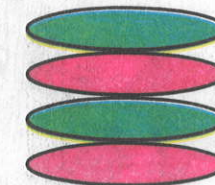
Comprehension Questions

1. Answer the following questions:

- Why is the earth termed as "Mother Earth"?
- Why should we take care of the Earth?
- What should we do to protect mother Earth?

2. Write 'T' for true and 'F' for false:

- The Earth is not good to me.
- The Earth gives me everything that I ever need.
- The ways of the Earth are gentle.
- The Earth does not provide us fresh air and water.



Word Power

1. Fill in the blanks with the words given in the box:

provider need strong fresh

- Abdul appears to be _____ and healthy.
- The vegetables remain _____ in the refrigerator.
- Nature is the best _____.
- I _____ your help to solve this problem.

Let's Do

Dear Earth,

I promise to help you by _____

Name :

Class :



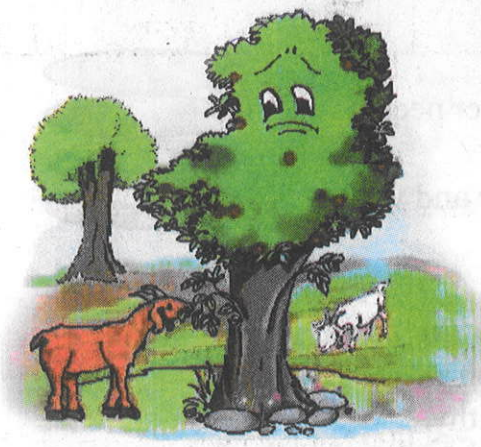


THE LITTLE FIR TREE

Once a magician was returning home. All of a sudden it began to rain heavily. He looked around for shelter and saw a little fir tree. He ran there and took shelter. Soon it stopped raining. The magician said to the tree, "Thank you! You have been kind to me. I would like to reward you. Ask for four wishes, and I will grant them", said the magician.

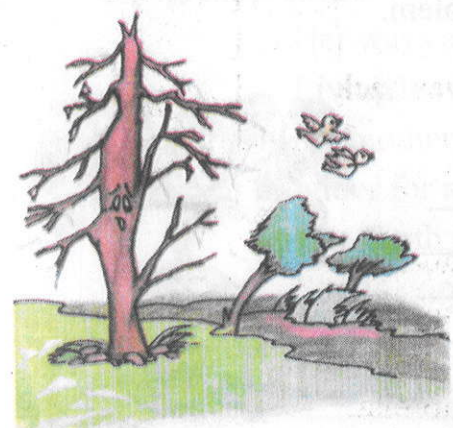


The fir tree had needle-like leaves and no birds ever made their nests in it. So it said, "I wish I had green leaves like my other friends."



Next morning, its wish was granted. Soon a goat came along and ate all the green leaves. "Oh! dear," said the fir tree,

"I wish I had gold leaves."



When the little fir tree woke up the next morning, it was surprised to see the gold leaves. A man came along and stole all the gold leaves.

This time the fir tree said, "I wish I had glass leaves. Men do not steal glass leaves." At night the wind blew and all the glass leaves broke.

The fir tree said, "I want my old needle-like leaves back, so that goats do not eat them, man cannot



steal them and wind cannot break them."

The tree went to sleep. When it woke up the next morning, its needle like leaves were back again.

You should be happy with what you have

New Words

Word	Pronunciation	Meaning	First form of the Verb
magician	- म'जिश्न	- जादूगर	
reward	- रिवॉ(र)इ	- पुरस्कार	
wish	- विश्	- इच्छा	
surprised	- स'(र)प्राइज्ड	- आश्चर्य चकित हुआ	surprise - आश्चर्य चकित होना
stole	- स्टोल्	- चुराया	steal - चुराना
broke	- ब्रोक्	- टूट गया	break - टूटना

Comprehension Questions

- Answer the following questions:
 - Who granted four wishes to the fir tree and why?
 - Why did no bird make its nest in the fir tree?
 - What was the second wish of the fir tree?
 - Why did the fir tree want to have glass leaves? What happened to the glass leaves?
 - Why did the fir tree wish to have its needle-like leaves back?
- Write 'T' for true and 'F' for false statements:
 - The fir tree had soft green leaves. []
 - The wind broke all the glass leaves. []
 - The fir tree did not get its needle-like leaves back. []
 - We should be happy with what we have. []

Word Power

- Fill in the blanks with the words given in the box:

shelter grant steal heavily along

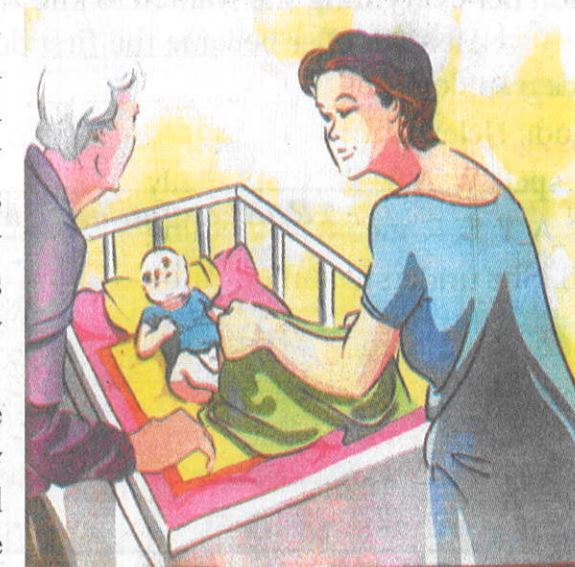
 - The building was _____ damaged by the fire.
 - I took _____ under my friend's umbrella.

कोड नं०-92 हाईटेक प्रिन्टर्स एण्ड पब्लिशर्स, पंचवटी, मथुरा, शिक्षा सत्र 2021-22

HELEN KELLER



It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named her Helen Keller. One day, the baby fell ill. Her fever stayed high. The parents tried their best to help her get better. They were disappointed and said, "There is nothing more, we can do. The baby may not live."



Helen lived but she was not the same after her illness. "Something is very wrong," her mother said. At last they found out what was wrong. The child was unable to see and hear.

The baby grew up. Her parents felt sorry for her. Though Helen could not see and hear, she was a bright little girl. People thought Helen could not learn anything but her mother did not agree. She always thought how they could teach her.

Helen began to grow wild. She would not let anyone do anything for her. Her clothes were always dirty. She was often angry. Sometimes she even lay on the floor and kicked her feet.

Her parents soon found a teacher for her. Miss Sullivan, a young teacher promised to help Helen Keller to see the world. Miss Sullivan gave Helen a doll. She spelt the word D O L L with her fingers on Helen's hand. She made the letter with special hand signs.

Helen copied her teacher and spelt D O L L, but did not understand what she was doing? The teacher helped Helen to spell a lot of words. One day



- c. Kindly _____ me leave for two days.
- d. She went _____ with her mother to watch a movie.
- e. It is a bad habit to _____ other's things.

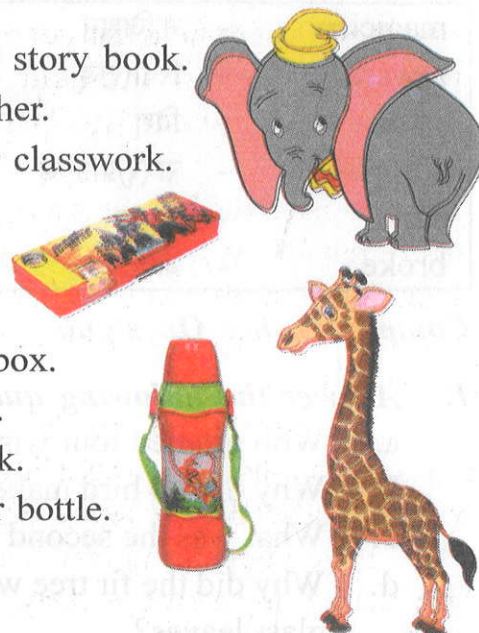
2. Rearrange the letters to make meaningful words:

- a. enelde - _____
- b. dlgo - _____
- c. algss - _____
- c. reeng - _____

Language Practice

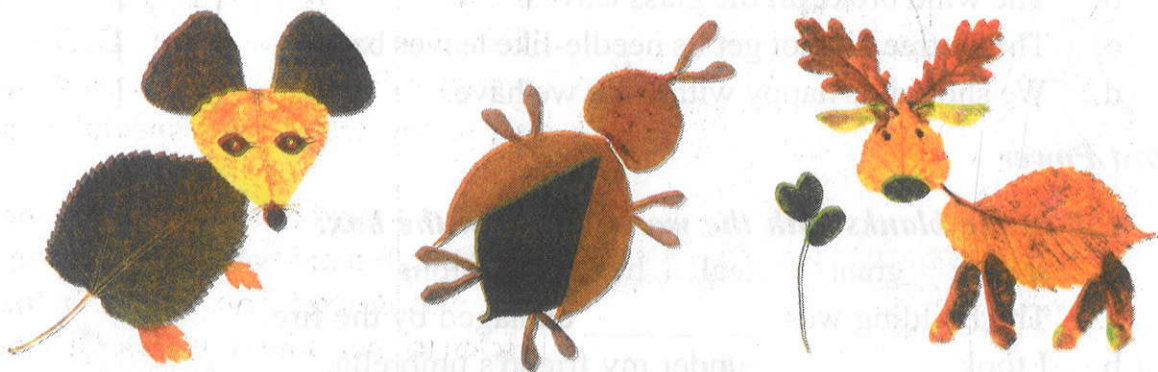
1. Fill in the blanks using 'has' or 'have':

- a. Raman _____ a good story book.
- b. I _____ a younger brother.
- c. They _____ completed their classwork.
- d. We _____ a get together.
- e. It _____ started raining.
- f. Elephants _____ big ears.
- g. Anita _____ a new pencil box.
- h. We _____ been to the zoo.
- i. A giraffe _____ a long neck.
- j. Beena _____ lost her water bottle.
- k. What _____ they done?



Activity

» *Collect leaves of different shapes and sizes and make different pictures as shown below. Paste them on a chart paper:*



the teacher made Helen put her hand into running water. She spelt W A T E R. Helen understood that WATER meant something wet, running over her hand. She understood that words were the most important things in the world. Words would tell her everything she wanted to know.

Helen Keller became the first deaf-blind person to earn a Bachelor of Arts degree.

New Words

Word	Pronunciation	Meaning	First form of the verb
dearly	- डिअ(र)लि	- अत्यधिक	
stayed	- स्टेड	- देर तक टिका रहना	stay - देर तक टिकना
disappointed	- डिसअपॉइन्टिड	- निराश हुए	disappoint-निराशा
illness	- इलनस्	- बीमारी	
thought	- थॉट	- सोचा	think - सोचना
wild	- वाइल्ड	- अनियंत्रित	
signs	- साइन्ज़	- चिह्न	

Comprehension Questions

- Answer the following questions:
 - When and where was Helen Keller born?
 - Why were her parents disappointed?
 - What went wrong with Helen Keller after her illness?
 - What did Helen do when she began to grow old?
 - How did the teacher spell the word D O L L to help Helen?
 - What can be done to improve the lives of disabled people?

Word Power

- Choose the words from the box which can be substituted for the given sentences:

deaf	illiterate	blind	dumb	lame
------	------------	-------	------	------

 - One who cannot see _____
 - One who cannot hear _____
 - One who cannot speak _____
 - One who cannot walk _____
 - One who cannot read or write _____

Language Practice

- Make meaningful sentences with the help of adjectives given below:

One has been done for you-

 - small I have a small stick.
 - high _____
 - bright _____
 - dirty _____
 - little _____

Let's Know More

Read and learn about great achievements of Helen Keller:

- » Helen Keller was the first deaf and blind person to earn a bachelor's degree in 1904.
- » She published her famous autobiography 'The Story of My Life' in 1903.
- » She published twelve books in her writing career including 'Light in My Darkness'.
- » Helen Keller was a world renowned speaker.
- » Helen Keller made seven trips across the world visiting 35 countries of five continents and meeting with world leaders including Winston Churchill, Jawahar Lal Nehru and Golda Meir.
- » She co-founded organisation 'Helen Keller International' (HKI) in 1915. It combats the causes and consequences of blindness of malnutrition.

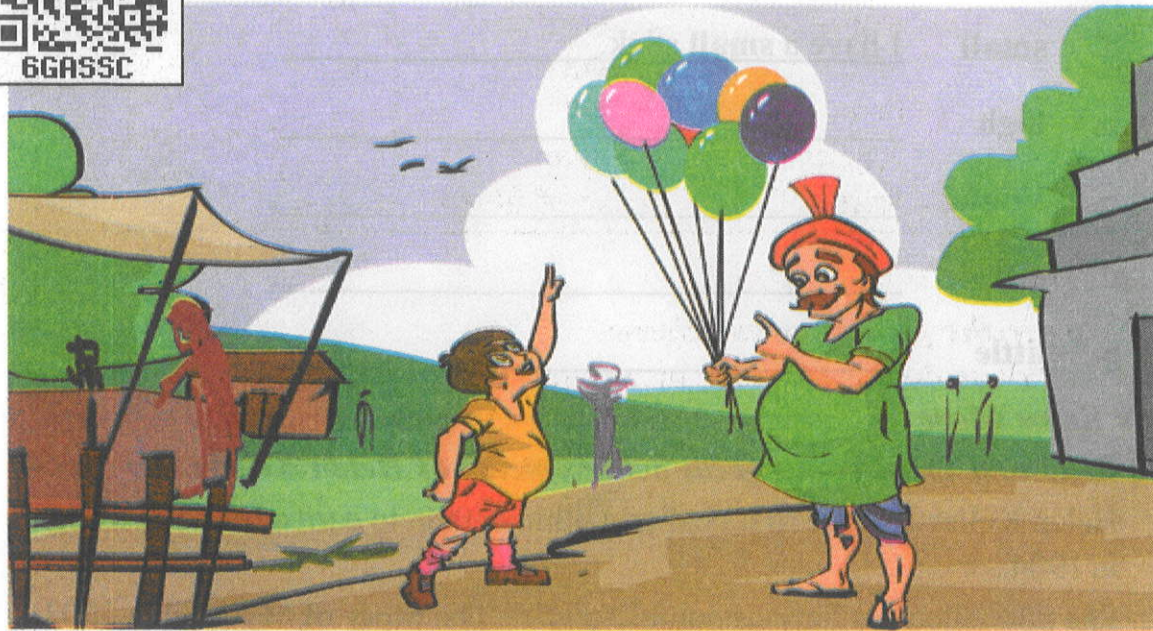


"Face your deficiencies and acknowledge them but do not let them master you. Let them teach you patience, sweetness, insight."
 -Helen Keller



6GASSC

THE BALLOON MAN



He always comes on market days
 And holds balloons— a lovely bunch—
 And in the market square he stays,
 And never seems to think of lunch.

They are red and purple, blue and green,
 And when it is a sunny day
 The carts and people get between
 You see them shining far away.

And some are big and some are small,
 All tied together with a string.
 And if there is a wind at all
 They tug and tug like anything.

Some day perhaps he will let them go
 And we shall see them sailing high,
 And stand and watch them from below—
 They would look pretty in the sky!

-Rose Fyleman



New Words

Word	Pronunciation	Meaning	First form of the Verb
carts	- का(र)ट्स	- गाड़ियां	tie - बाँधना
shining	- शाइनिङ	- चमक रहा	
tied	- टाइड	- बाँधा	
string	- स्ट्रिङ	- डोरी	
perhaps	- प(र)हैप्स	- शायद	
sailing	- सेलिङ्	- हवा में तैर रहा	

Comprehension Questions

1. Answer the following questions:

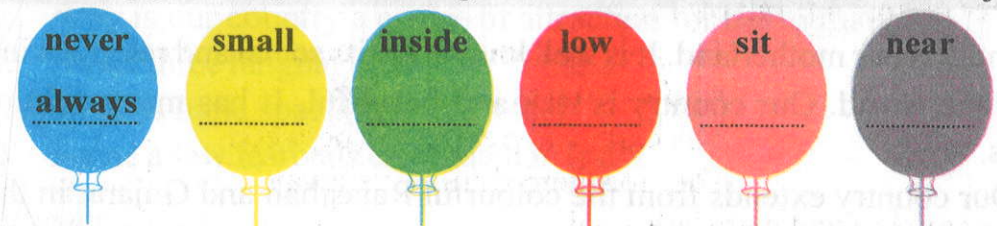
- Where does the balloon man stand?
- Name the colours of the balloons mentioned in the poem.
- What happens to the balloons when there is a wind?
- What does the child like to see the balloon man do?

Word Power

1. Arrange the jumbled letters to make meaningful words in the given space:

- a. rmkaet _____ b. indw _____ c. usqera _____
 d. llaboons _____ e. crat _____ f. ploEEP _____

2. Write the opposites of the words given in the balloons. One is done for you.



Activity

» Read the sentences and draw the pictures in your notebooks and fill the colours in the picture accordingly:

I am a brown cat.



The leaf is green.



It is a blue hat.



This is a pink frock.





I LOVE MY INDIA



India is our motherland. It is well known for its social and religious integrity all over the world. Our country is rich and beautiful. It has many cultures and religions.

Our country extends from the colourful Rajasthan and Gujarat in the west to the vast green tea gardens of Assam in the east, the mighty Himalayas crowning Kashmir in the north to the beautiful Kerala and Tamil Nadu in the south.

Our country is a centre of attraction for tourists because it has many beautiful places. The Taj Mahal, The Fatehpur Sikri, The Red Fort and The Qutub Minar are a few wonders which attract many people all over the world.

India is known for its unity in diversity. We speak many languages, worship many gods and yet we have the same spirit, the spirit of India. This spirit of oneness runs through all parts of our country binding us together. We celebrate



different festivals like Holi, Diwali, Baisakhi, Eid, Christmas, Pongal etc. with great joy and happiness. We all live here happily. I love my country and I am proud to be an Indian.

*Ours is a land of sages, known for bravery for ages
None can with it compete, its culture none can beat*

New Words

Word	Pronunciation	Meaning
social	- सोशल	- सामाजिक
religious	- रिलिजस	- धार्मिक
integrity	- इन्टॅग्रिटी	- अखंडता
attraction	- अट्रैक्शन्	- आकर्षण
tourist	- टुअरिस्ट	- पर्यटक
unity in diversity	- यूनटि इन् डाइव(र)सिटि	- अनेकता में एकता
binding	- बाइन्डिङ	- जोड़ना

Comprehension Questions

1. Answer the following questions:

- What is the name of our motherland?
- Name the two colourful states situated in the west.
- Why is our country a centre of attraction for the tourists?
- Name three languages spoken in India.
- What is India specially known for?
- Name a few festivals celebrated in India.

Word Power

1. Fill in the blanks with the following words given in the box:

attract unity motherland proud diversity

- I love my _____.
- There is a big _____ in Indian culture.
- Colourful flowers _____ bees.
- Our nation's true strength lies in our _____.
- I am _____ to be an Indian.



Language Practice

1. Use the words given in the table and make complete sentences.

I	is am are	singing	a	letter
You		flying		novel
She		drawing		kite
He		eating		picture
We		writing		song
They		reading		mango

Let's Know More

- » India is the world's largest democracy.
- » 'The Vishnu Temple' of Tirupati is the world's largest religious pilgrimage.
- » 'Kumbh Mela' has the largest gathering of people. The huge gathering was visible from space.
- » India invented the 'number system'. 'Zero' was invented by Aryabhata.
- » Chess, snakes and ladders, the martial arts of Judo & Karate, had originated in India.
- » India taught 'Yoga' to the world.
- » India gave the world its first university - 'Takshashila University'
- » Indians were the first to use and invent buttons.
- » Ayurveda - An ancient system of medicine was originated in India.
- » Bhaskaracharya rightly calculated the time taken by the Earth to orbit the Sun.
- » India taught the world to cultivate jute.
- » Indians discovered how to crystallize sugar.

Activity



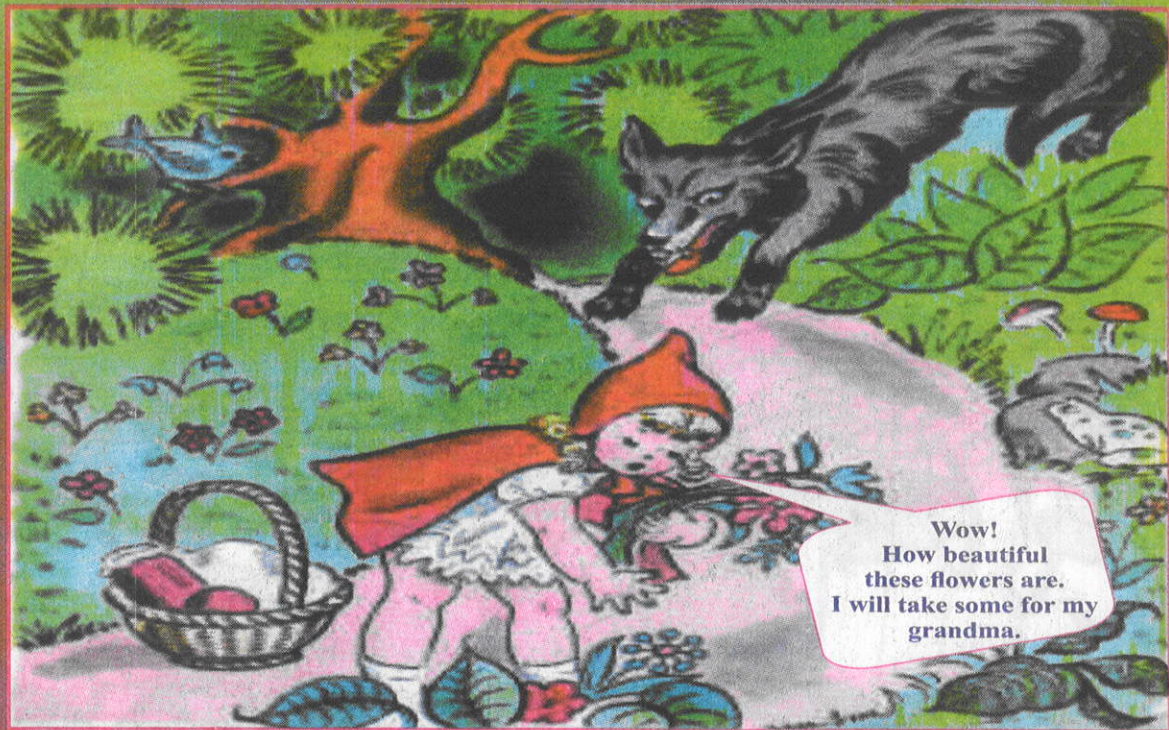
- » Collect the pictures of some famous monuments of India. Paste them in your notebook and write their names.

Picture Story

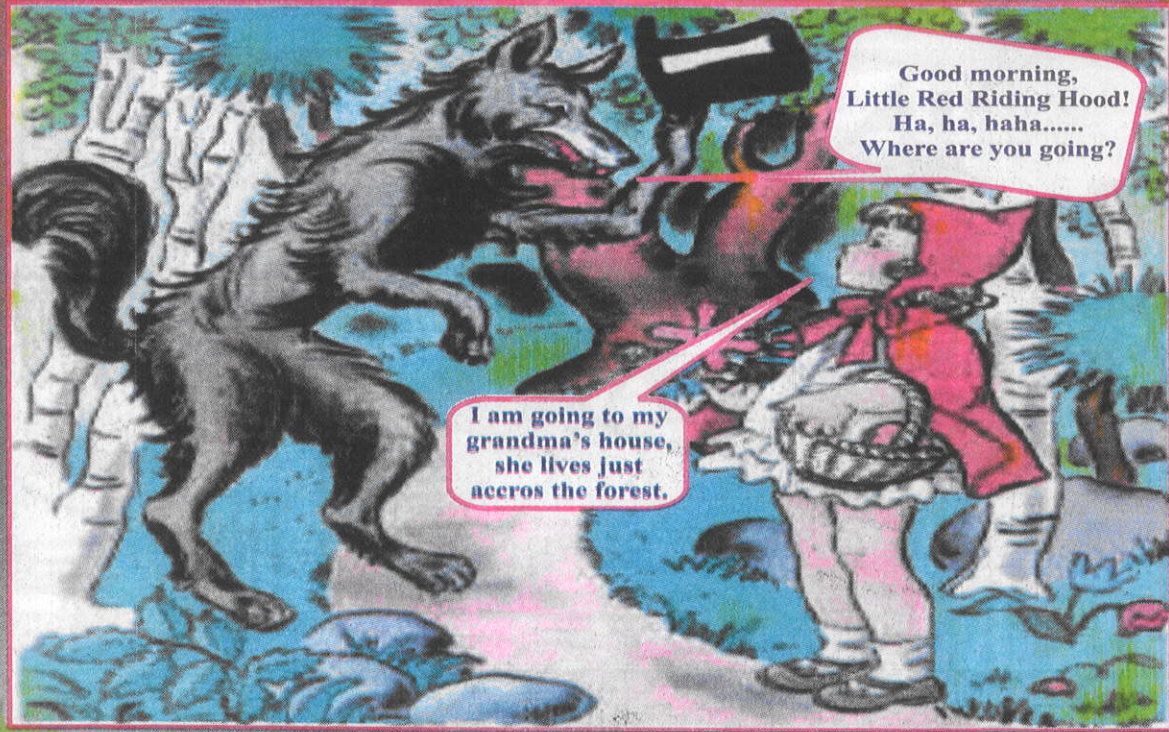
Little Red Riding Hood

Once upon a time there was a beautiful little girl, who lived in a village near the forest with her mother. One day her grandma gave her a very nice red riding cloak that is why everybody in the village called 'Little Red Riding Hood'. One day her mother asked her..





Wow!
How beautiful
these flowers are.
I will take some for my
grandma.

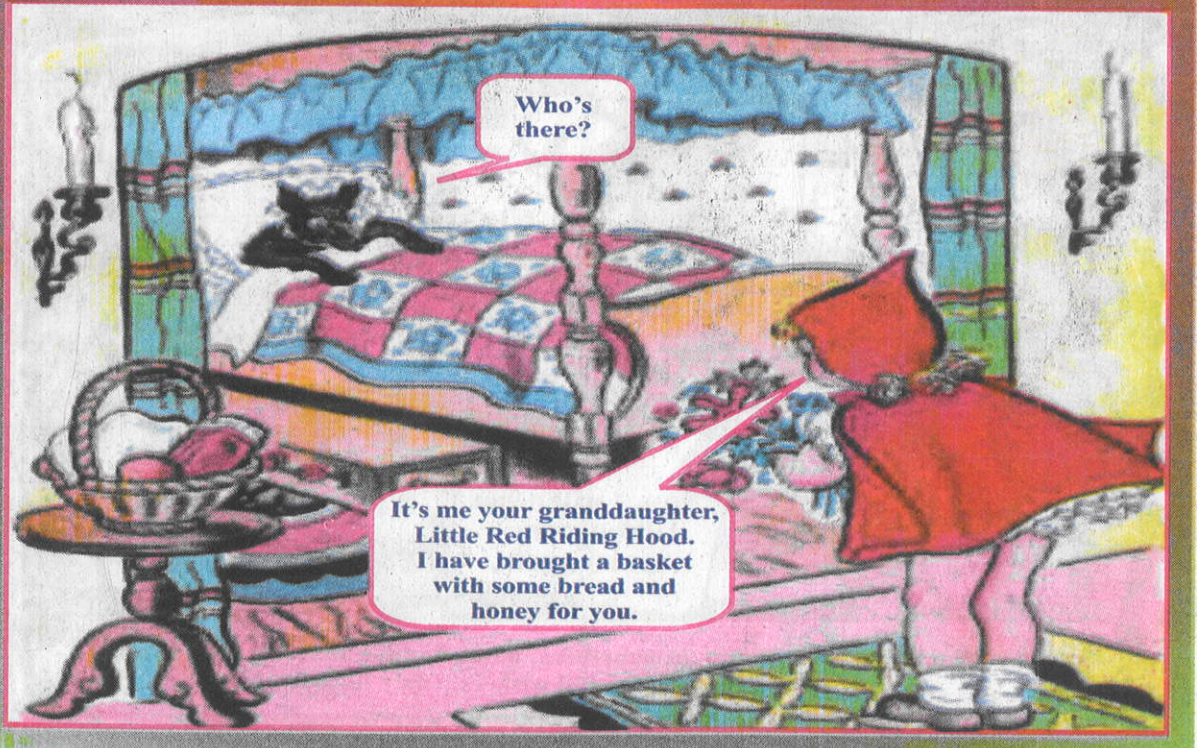


Good morning,
Little Red Riding Hood!
Ha, ha, haha.....
Where are you going?

I am going to my
grandma's house,
she lives just
across the forest.



The wolf reached little girl's granny's house before her and gobbled up her granny then he put on her granny's nightgown, jumped on to the bed and waited for the little girl. A few minutes later Little Red Riding Hood arrived at her granny's house. She knocked at the door.



Who's
there?

It's me your granddaugther,
Little Red Riding Hood.
I have brought a basket
with some bread and
honey for you.



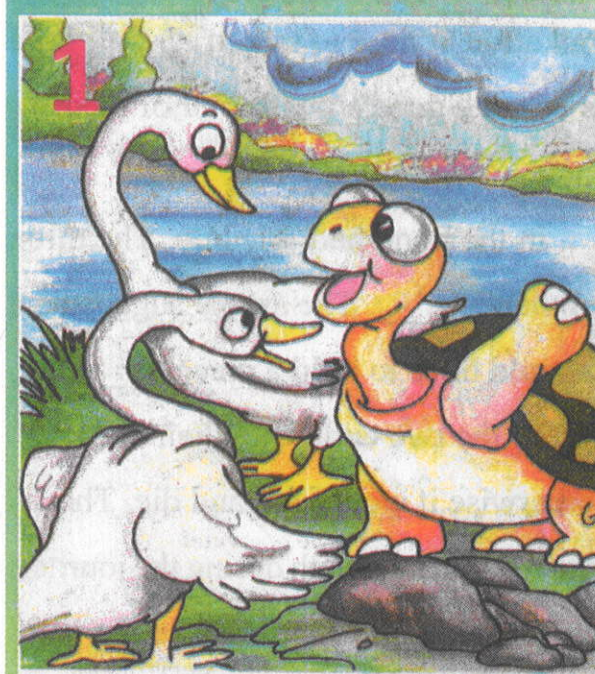


Meanwhile a woodsman was passing by a little house, when he heard little girl crying for help, he entered inside the house and caught the wolf by the neck and made him spit out the old grandma.



When your parents warn you to do something, never do that. Because your parents are your best advisers and wishers. Obey them.

THE TALKATIVE TORTOISE



Look at the pictures and fill in the blanks to complete the story with the help of the words given in the box:

1. Once there was a tortoise who lived in a _____. Two swans used to visit him everyday. The _____ was very talkative. It used to talk to _____ for a long time. The tortoise and the swans became good _____. All of them were very _____.
2. Once there was a drought. The _____ in the pond had dried up. The three friends decided to move out to some other _____. The swans suggested a plan, according to which the tortoise would have to hold a piece of _____ by its mouth and the swans would _____ the two ends with their claws. They told the tortoise not to _____ otherwise it would fall and die. The tortoise understood and _____ them not to open its mouth during the journey.
3. While _____ of them were crossing a village, many people saw them and got surprised. They shouted at the tortoise and made _____ of him. The tortoise got angry and _____ its mouth to speak.
4. As soon as the tortoise _____ its mouth to speak, it loosened its hold on the stick and fell down on the ground and _____. The swans were very _____ to see their friend's end. The tortoise died because of his impatience and _____.

all	hold	pond	water	shocked	promised
place	stick	friends	died	mouth	foolishness
speak	opened	fun	swans	happy	tortoise

Moral of the Story:

Always listen to friendly advice

Good Touch Bad Touch

All of us want our children to be safe and secure. We want to protect them against all odds. Our children come in contact with many people everyday and there are good and bad people around them.

With alarming increase in incidents of child sexual abuse, it is time to talk to our children about the difference between a good touch and bad touch.

Good touch- It makes us feel pleasant and good, it is a way to show care, love and help. It can be explained with the help of examples like- when mother hugs you or papa kisses you or your grandparents hold you in their arms and you hold your friend's hands while playing, you feel good.

Bad touch- Touches that makes you uncomfortable, unpleasant and nervous and you want to stop it there and then. This can be explained to the children by giving some examples like- if someone touches your private parts without a reason, if you feel hurt and don't want to be touched, if someone touches you and tells you not to tell to anyone else.

Teachers can make the children aware of the bad touch in following manners-

1. It is not okay to touch someone else's private body parts or allow anybody to touch his or her own private body parts in front of you.
2. It is a bad touch if someone asks you to take your clothes off and neither it is ok to take photos or videos of you with your clothes off. Children should keep the following things in their mind to save themselves from getting sexually abused-
 - (i) Say no, tell the person that you don't like it and you don't want to be touched.
 - (ii) Get away fast! Run away from the person whose touch you don't like. Never stay with that person ever again.
 - (iii) Call or scream for help.
 - (iv) Don't feel scared. Believe in yourself.

It is our responsibility to equip our children, to alert them and make them aware so that they are ready to face and handle any situation or person coming their way. This will make them emotionally strong and protect them from getting sexually abused.