

# English Spring

An Integrated Approach  
to Language Learning

2nd Edition

Aligned with NEP 2020



Coursebook

3

Sonali Ghosh

 **HEADWORD**  
PUBLISHING COMPANY

## **Acknowledgements**

All products and brand names used in this book are trademarks, registered trademarks or trade names of their respective owners.

**Copyright © Headword Publishing Company Pvt. Ltd 2020, 2022**

First published 2020

Second edition 2022

Fourth impression 2022

This book is sold subject to the condition that it shall not by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior written consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser and without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of both the copyright owner and the above-mentioned publisher of this book.

ISBN: 978-93-91104-65-8 (print)

ISBN: 978-93-91223-34-2 (e-book)

Published by Headword Publishing Company Pvt. Ltd

Head office: B 40, Sector 57, Noida 201 301, Uttar Pradesh, India

Registered office: 45, Beniatola Lane, Kolkata 700 009, West Bengal, India

CIN: U22110WB2013PTC235055

Illustrated by: Green Tree Designing Studio, Avneesh Kumar Bhardwaj

Illustrations and images: Shutterstock.com

Typeset in Minion Pro

Printed in India at Infinity Advertising Services Pvt. Ltd

All suggested use of the internet should be under adult supervision.



# Preface

The second edition of **English Spring Coursebooks** and **Workbooks** 1 to 8 has been upgraded to accommodate the recommendations of the **National Education Policy 2020**. An integrated language course for learners from the Foundational stage through Preparatory to the Middle stage, the course endeavours to acquaint young learners with content that is tailor-made for them for a successful language-learning experience. The series takes into account the challenges and needs of young learners of the language and balances the desired learning outcomes with their learning capabilities.

The series integrates not just the LSRW skills and sub skills, but also **art education**, **cross-curricular learning**, **life skills** and **values** for a truly holistic experience. Wherever relevant and appropriate, learning is encouraged through activities and discovery.

This two-book course endeavours to train learners to

- attain basic proficiency for meaningful communication by integrating all the four core skills (LSRW) through experiential learning
- communicate accurately, appropriately and effectively in language that is rich in vocabulary and is grammatically correct
- enjoy and appreciate a variety of language/literary styles and genres
- equip themselves with strong communication skills to help them negotiate future transactions effectively in the real world through the written and the spoken word
- develop skills of a more general application (e.g., analysis, synthesis, drawing of inferences, etc.)
- develop Higher Order Thinking Skills (HOTS) of critical thinking ability, creativity, logical deduction, collaboration/teamwork, social responsibility, and so on
- develop moral, social, constitutional, personal, interpersonal, global and eternal values

The **Coursebook** is an important course component intended to enhance young learners' sensitivity towards literature. Learners are encouraged to understand, appreciate and enjoy both contemporary and classic writings spread across centuries, with their wide range of emotions, moving experiences, creative use of language, etc. The exercises are geared to help students explore, interpret, evaluate, express and justify, thus helping them move away from **rote learning**.

The selections in the **Coursebooks**

- have a strong **Indian** representation in the form of folk tales, myths, fiction and non-fiction—both classic and contemporary that learners can immediately relate to
- allow learners to derive the maximum benefits of the carefully-designed content and allow



space and time for remedial learning

- have been chosen not only on the basis of their intrinsic value as a literary piece, but also because they may explore environmental, social and cultural issues plaguing the world today, thus enabling a **cross-curricular approach**
- have been exploited in a way that encourages discussion and introspection leading to inculcation of essential **life skills** and **values**
- are followed by a variety of task types that encourage discussion, self-expression, interpersonal communication, self-discovery, interaction and collaboration with peers

The **Workbooks** support and extend the concepts taught in the Coursebooks by providing extensive practice and reinforcement to the learner. The content is thematically linked to that in the Coursebooks and the exercises help both the teacher and the learner in identifying any gaps that may remain in understanding, thereby leading to remedial learning.

The **Teacher's Resource Package** is a powerful companion for 21st century teachers, enabling them to transform the classroom into an interactive, enriching experience for their students.

By blending the traditional and modern approaches to teaching and learning, the Teacher's Resource Package empowers the teacher to successfully engage young learners in language learning through a medium they are familiar with.

The **Teacher's Resource Package** includes the following:

- **Teacher's Book** with learning outcomes, comprehensive lesson plans, suggested activities and reading, summaries, answer keys, and so on.
- **Digital companion resources** that include ebooks with animations, audio recordings of poems, prose and listening texts, interactivities, test generators, slideshows, lesson plans, answer keys, additional worksheets with answers.

The series fulfils the needs of 21st century learners and equips them with the basic skills of communication that will help them engage with confidence on a global playing field.



# Contents

1. <i>A Serious Question</i> — Carolyn Wells	11
2. <i>The New Girl</i> — Srividhya Venkat	14
3. <i>Chulbul's Tail</i> — Savitri Singh, translated by Ritu Singh	22
4. <i>Brother</i> — Mary Ann Hoberman	30
5. <i>Ellie Makes New Friends</i>	33
6. <i>The Donkey in the Well</i> — <i>An Indian folk tale</i>	39
7. <i>Paper Kite</i> — Harindranath Chattopadhyay	45
8. <i>A Nest in the Mailbox</i>	47
9. <i>Up World Down World</i> — Padmaparna Ghosh	53
10. <i>The Little Jackals and the Lion</i>	61
11. <i>The Wind</i> — Robert Louis Stevenson	70
12. <i>The Clever Bull</i> — <i>An Indian folk tale</i> (play)	73
13. <i>My Best Friend</i> — Abby Jenkins	80
14. <i>An Adventure on the Beach</i> (picture story)	83
Listening Texts	96



# Key Features

## Selections



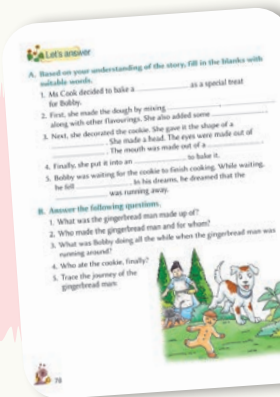
- include writings (both prose and poetry) spread across centuries—both classic and contemporary, covering a variety of genres
- include predominantly Indian writers and works that learners can both identify with and acquaint themselves with their cultural heritage
- written in simple and lucid language making it easy for learners to appreciate the nuances

## Let's start



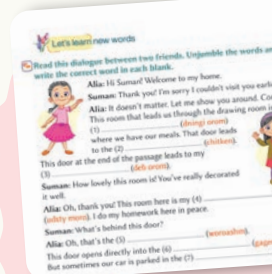
- assesses pre knowledge and prepares learners for the new topic/theme
- sets the tone for the lesson through thematic activities
- serves to open up creative thinking, and helps learners apply the learning in new ways
- also subtly inculcates life skills/values/cross-curricular learning

## Let's answer/Let's ponder (comprehension)



- exercises aimed at developing factual, evaluation, and inferential skills
- encourages critical thinking, analysis and self-expression
- nudges learners towards delving deeper into the thoughts and actions of the characters and plots for better understanding
- forces learners to think and comment on underlying values

## Let's learn new words (vocabulary)



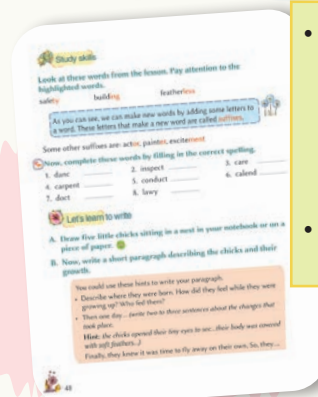
- helps learners expand and enrich their vocabulary base
- helps learners use words in everyday conversation with ease through varied task types

## Let's study grammar



- covers recommended items in a graded and spiral manner
- definitions and context-based examples given for ease of understanding
- variety of exercises to enable learners negotiate the nuances of language learning with understanding

## Study skills



- cover punctuation, pronunciation, dictionary skills and other aspects of language study
- linked thematically to the lesson



## Let's learn to listen and speak



- hone these essential skills of language learning through a variety of listening texts based on real-life scenarios
- offer a variety of recommended listening and speaking tasks to help learners practise communication in both formal and non-formal areas of life
- include audio recordings of listening and pronunciation tasks in neutral accents provided for exposure to correct pronunciation and intonation



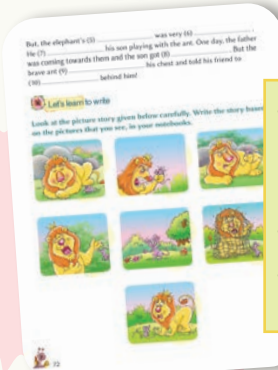
## Life skills, values, art integration and cross-curricular learning



- have been integrated with the content for a thematic, contextualised and holistic learning experience
- all activities/tasks that lend themselves to these elements have been marked with the icons



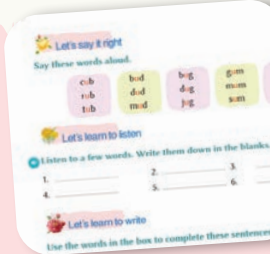
## Let's learn to write



- focuses on recommended task-types that will help sharpen learners' writing skills
- tasks based on verbal/visual cues
- scaffolding provided in the form of formats, samples and cues



## Let's say it right



- helps learners navigate the confusing world of letters and sounds
- phonic drill in a graded manner to help focus on nuances of pronunciation

# Aligned with NEP 2020

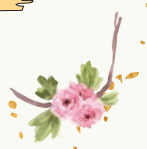


## Course Package

- Coursebook • Workbook
- Resource Package for Teachers containing
  - ♦ learning outcomes
  - ♦ lesson plans
  - ♦ suggested reading
  - ♦ answer keys

### Digital companion with

- ♦ ebook
- ♦ animations
- ♦ model reading
- ♦ interactivities
- ♦ worksheets
- ♦ test generator
- ♦ slideshows
- ♦ audio recordings of pronunciation and listening tasks



# Detailed Contents

Chapters/ Genre/Theme	Comprehension	Appreciation	Vocabulary	Grammar	Study skills	Pronunciation	Listening	Speaking	Writing	Activity/ Project
1. <i>A Serious Question</i> (poem) <b>humour</b>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>	<ul style="list-style-type: none"> <li>• rhyming words</li> </ul>								<ul style="list-style-type: none"> <li>• using imagination to create a creature</li> <li>• colouring</li> </ul>
2. The New Girl (short story) <b>school life/ acceptance</b>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Who said this?</li> <li>• factual and evaluative</li> </ul>		people of different countries	proper, common and collective nouns	alphabetical order (second and third letters)	long sound of 'a' and '-a_e'	poem-based task	expressing views		
3. Chulbul's Tail (short story) <b>life skills</b>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• reference to context</li> <li>• factual and</li> </ul>		synonyms	<ul style="list-style-type: none"> <li>• statement</li> <li>• question</li> <li>• exclamatory</li> <li>• command</li> <li>• request</li> </ul>	apostrophe for possession	long sound of 'ai' and '-ay'		talking about self	summarising story in a paragraph	
4. <i>Brother</i> (poem) <b>sibling love and rivalry</b>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• reference to context</li> </ul>	<ul style="list-style-type: none"> <li>• stanzas</li> <li>• rhyming words</li> </ul>								
5. Ellie Makes New Friends (short story) <b>friendship</b>	<ul style="list-style-type: none"> <li>• true/false</li> <li>• factual and evaluative</li> </ul>		antonyms	<ul style="list-style-type: none"> <li>• subject and predicate</li> </ul>	syllable breaks of one-two and three-letter words	long sounds of 'e', 'e_e', 'ea'	recitation with appropriate expression		paragraph writing based on visual cue	
6. The Donkey in the Well (short story) <b>gratitude</b>	<ul style="list-style-type: none"> <li>• true or false</li> <li>• factual, inferential, evaluative</li> </ul>		collocations	kinds of adjectives	inverted commas and revision of punctuation marks		listening to a short story and completing a task	true or false exercise based on listening	picture based story writing	

7. <i>Paper Kite</i> (poem) <b>childhood</b>	<ul style="list-style-type: none"> <li>sequencing</li> <li>factual and inferential</li> </ul>	<ul style="list-style-type: none"> <li>rhyming words</li> <li>homonyms</li> </ul>									making a bird bath
8. A Nest in the Mailbox (short story) <b>care for animals</b>	<ul style="list-style-type: none"> <li>sequencing</li> <li>factual and inferential</li> </ul>		animals and their young ones	conversion of sentences in simple present to simple past	suffixes					<ul style="list-style-type: none"> <li>art integration</li> <li>descriptive writing</li> </ul>	
9. Up World Down World (story) <b>bond with nature</b>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Who said this? factual and inferential questions</li> </ul>		compound words	present continuous tense		long sounds of 'ie', 'o', 'o_e'	listening to a short story and choosing the correct option			paragraph writing based on verbal cues	
10. The Little Jackals and the Lion (fable) <b>presence of mind</b>	<ul style="list-style-type: none"> <li>MCQs</li> <li>Who said this? factual and inferential questions</li> </ul>		plurals (-s/-es/-ies)	past continuous tenses	alphabetical order (third letters)	long sounds of 'oa', 'ow', 'oe'	picture description			picture-based task	
11. The Wind (poem) <b>nature</b>	<ul style="list-style-type: none"> <li>art integration</li> <li>factual</li> <li>rhyming words</li> </ul>										
12. The Clever Bull (play) <b>life skills</b>	<ul style="list-style-type: none"> <li>sequencing</li> <li>reference to context</li> <li>factual, inferential, evaluative</li> </ul>	<ul style="list-style-type: none"> <li>synonyms</li> <li>describing words</li> </ul>	adjectives of quantity			long and short sound of 'u'	listening to a short story and completing a task			picture-based story writing	
13. My Best Friend (poem) <b>love for animals</b>	<ul style="list-style-type: none"> <li>factual, inferential</li> </ul>	<ul style="list-style-type: none"> <li>rhyming words</li> <li>completing a poem</li> </ul>									
14. An Adventure on the Beach (picture story) <b>environment; conservation</b>	<ul style="list-style-type: none"> <li>sequencing</li> <li>factual</li> <li>inferential</li> <li>evaluative</li> </ul>		homophones	prepositions	commonly misspelt words					completing a conversation	role-play



# Acknowledgements

The Publishers would like to thank Pratham Books and StoryWeaver for the following:

‘The New Girl’ written by Srividhya Venkat © Pratham Books, 2016. Some rights reserved. Released under CC BY 4.0 license.

**Other Credits:**

‘The New Girl’ has been published on StoryWeaver by Pratham Books. The development of this book has been supported by Mahle Behr India Pvt. Ltd.

‘Chulbul’s Tail’ translated by Ritu Singh. The © for this translation lies with Pratham Books, 2007. Some rights reserved. Released under CC BY 4.0 license. Based on the original story by Savitri Singh © Pratham Books, 2007. Some rights reserved. Released under CC BY 4.0 license.

**Other Credits:**

This book has been published on StoryWeaver by Pratham Books. The print version of ‘Chulbul’s Tail’ has been published by Pratham Books in partnership with the Rajiv Gandhi Foundation. [www.prathambooks.org](http://www.prathambooks.org)

‘Up World, Down World’ written by Padmaparna Ghosh © Pratham Books, 2016. Some rights reserved. Released under CC BY 4.0 license.

**Other Credits:**

This book was first published on StoryWeaver, Pratham Books. The development of this book has been supported by Oracle Giving Initiative. This book was created for StoryWeaver, Pratham Books, with the support of Bijal Vachharajani (Guest Editor) and Kaveri Gopalakrishnan (Art Director). ([www.prathambooks.org](http://www.prathambooks.org))

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. Where the publishers have not heard from them at the time of going to press or where, in the absence of complete information, it has not been possible to identify the sources of materials used, the publishers would be grateful for any information that would enable them to make appropriate acknowledgements in future reprints/editions of this book.



# 1

## A Serious Question

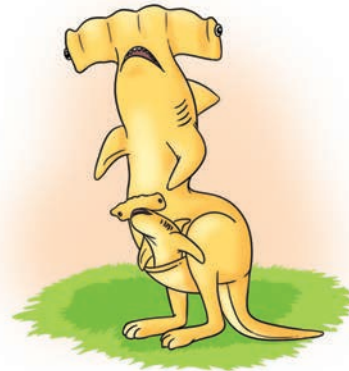
Let's start

Look at these pictures carefully. Two animals are mixed up in each.

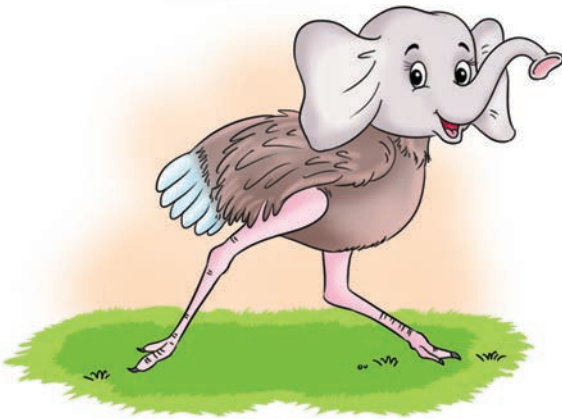
Guess the animals with your partner.



1. .... and .....



2. .... and .....



3. .... and .....



4. .... and .....



idly

tone

airy

scoff


whisked

startled

quiver

smitten



 Now, let us read this poem.

A kitten went a-walking  
One morning in July,  
And **idly** fell a-talking  
With a great big butterfly.



The kitten's **tone** was **airy**,  
The butterfly would **scoff**;  
When there came along a fairy  
Who **whisked** his wings right off.

And then—for it is written  
Fairies can do such things—  
Upon the **startled** kitten  
She stuck the yellow wings.



The kitten felt a **quiver**,  
She rose into the air,  
Then flew down to the river  
To view her image there.



With fear her heart was **smitten**,  
And she began to cry,  
'Am I a butter-kitten?  
Or just a kitten-fly?'

—Carolyn Wells

**idly**: without any reason **tone**: way of speaking **airy**: in a non-serious way  
**scoff**: in a way that a person thinks that the other person is silly **whisked**: quickly and suddenly  
**startled**: surprised **quiver**: shake **smitten**: had a strong feeling



## Let's answer


### A. Tick (✓) the correct answer.

1. The kitten was walking somewhere
  - a) with a serious purpose
  - b) to meet someone
  - c) with no real reason
2. The butterfly's wings were taken away by
  - a) a fairy
  - b) the kitten
  - c) magic
3. When the fairy gave her wings, the kitten was
  - a) angry
  - b) surprised
  - c) happy

### B. Pick out all the rhyming words that you can find in the poem.



## Activity



Imagine a strange creature with wings and tusks. What would it look like? Use your imagination and draw one such creature. Then, colour it. Give it a name as well. 





# 2

# The New Girl

Let's start

A. Imagine that a new student has come to your class. What will you do? Put a tick (✓) or a cross (✗) for the following.  

- 1. You will go up to her and say 'hello'. .....
- 2. You will wait for a few days before going up to her to introduce yourself. .....
- 3. You will invite her to sit with you if the place next to you is empty. .....
- 4. You will invite her to share your tiffin. .....
- 5. You will join your other classmates when they tease the newcomer or talk behind her back. .....

B. Suppose you are a new student. How would you want the students of your class to treat you? Share with the class.  

 <b>Words to Know</b>	upset	skipping school	headgear
	gracefully	ignores	applauds

 Now let us read this story of a new girl.

There is a new girl at Mira's bus-stop today.

Everyone stares at her. No one talks to her.

On the school bus, everybody sits with their friends. The new girl sits alone.

At school, Salma Miss has a surprise for Mira and her classmates. ‘We have a new friend in our classroom!’ It is the new girl!

Everyone stares at the new girl. ‘She looks different!’ they say. Salma Miss says they must be kind and helpful to Zenie – that’s the name of the new girl.

Mira remembers being the new girl once. Nobody spoke to her. Nobody played with her. She smiles at Zenie. Zenie smiles back.

During art period, Mira shares her crayons with Zenie. At recess, they share their lunch.

They sit together on the bus-ride home and even play in the evening. They are BEST FRIENDS!

Some children make fun of Zenie. They call her names that mean ‘foreigner’.

‘She is INDIAN!’ Mira tells them angrily. But they simply laugh.

Zenie is **upset**. ‘It’s okay to be different!’ Mira tells her.

Mira has often heard her mother say that to her brother who gets teased about his glasses.

One day, Salma Miss gives them a new project. Everyone is excited.

Everyone, except Zenie.

‘What should I do, Mira?’ she asks. ‘Don’t worry, Zenie! You can talk about your family, festivals, or your home,’ Mira tells her.



‘But they will laugh at me, Mira!’ she says. ‘When you speak, just look at the people who are nice to you,’ Mira tells her, remembering her mother’s words.

When the big day arrives, there is plenty of excitement in the classroom. Salma Miss takes pictures of them in their costumes.



Zenie is not to be seen. She was not at the bus-stop either. Mira hopes she is not **skipping school** on this special day. Soon it is time to begin.

Parth is wearing a traditional *angarakhochorno* from Gujarat. His twin sister, Puja is wearing a *chaniya-choli*. Together, they perform the garba.

Veena sings a beautiful freedom song in Tamil, her mother tongue.

Other children talk about festivals and traditions, food and famous people of India.

When it is Mira’s turn, she proudly presents a slideshow about the princely state of Rajasthan, where she was born. Then, someone with a tall **headgear** walks in.

It is... Zenie! They can hardly recognise her with her costume and make-up!

Mira can tell that she is nervous.

‘I come from Mizoram, one of India’s twenty-eight states,’ Zenie begins. Everyone listens carefully. They’ve never heard her speak much.

‘My dress is called a *puanchei*. Now I will show you a Mizo dance called Chheihlam.’

Salma Miss turns on the music. Zenie begins to move **gracefully**, enjoying herself.

Some children giggle, but she **ignores** them. She is enjoying herself so much that nothing can stop her.

Soon Salma Miss joins Zenie. A few children dance along too.



Others, like Mira, clap to the rhythm of the music. Everyone is having fun!

When the music stops, so does Zenie. There is a sudden silence in the classroom.

Salma Miss **applauds**. The entire class joins in.

On the bus-ride home, Zenie is very happy.

‘You were right, Mira! It is okay to be different.’ No one teases Zenie anymore. She is now ‘one of them’!

—Srividhya Venkat

**gracefully:** very nicely   **ignores:** does not pay attention to   **applauds:** claps



**Tick (✓) the correct answer.**

1. Everyone stares at the new girl because she
  - a) is new.
  - b) looks different.
  - c) is wearing different clothes.
2. How do some children make fun of Zenie?
  - a) They laugh at her.




- b) They don't talk to her.
  - c) They call her 'foreigner'.
3. Why is Zenie not excited about the new project?
- a) Because the others will not listen to her.
  - b) Because the others don't like her.
  - c) Because the others will laugh at her.

**B. Who said this?**

- 1. 'She is INDIAN!' .....
- 2. 'But they will laugh at me, Mira!' .....
- 3. 'It's okay to be different!' .....

**C. Answer these questions.**

- 1. What did Salma Miss say to the class?
- 2. Why is Mira's brother teased?
- 3. Why is Zenie worried about the new project?
- 4. What does Mira prepare for the project?
- 5. Do you think Zenie's project was liked by everyone? How can you tell? 



**Let's learn new words**

A person who belongs to **India** is called an **Indian**. A person who belongs to **America** is an **American**.

**Now, fill in the blanks with the correct nouns.**

- 1. A person who belongs to Australia is an .....
- 2. A person who belongs to South Africa is a .....
- 3. A person who belongs to Canada is a .....
- 4. A person who belongs to China is a .....
- 5. A person who belongs to Russia is a .....

6. A person who belongs to Italy is an .....
7. A person who belongs to Mexico is a .....



## Let's study grammar

**Read this sentence taken from the story you just read. Pay attention to the highlighted words.**

- At **school**, **Salma** Miss has a surprise for **Mira** and her **classmates**.
- Some **children** make fun of **Zenie**.
- She proudly presents a **slideshow** about the princely **state** of **Rajasthan**.



All the highlighted words are **naming words** or **nouns**. This is because they are all names given to different things. For example, **school**, **classmates**, **children**, **slideshow**, **state** are all nouns.

But when common nouns are given a special name, they are called **proper nouns**. For example, **Salma**, **Mira**, **Zenie**, **Rajasthan**, **Red Fort**, **Ganga**, **Delhi**, **Disneyland**, and so on.

**Now, read these sentences and notice the highlighted nouns.**

- The entire **class** of students joins in.
- A **group** of people gathered near the forest.
- A **bunch** of keys was kept on the table.

In the first sentence, the noun **class** is connected to the noun **students**. It means many students together.

In the second sentence, the noun **group** is connected to the noun **people**. It means many people together.

In the third sentence, the noun **bunch** is connected to the noun **keys**. It means many keys together.



All such nouns which mean a group of or a collection of something together are called **collective nouns**.



Now, look at the underlined nouns in these sentences and say whether they are proper nouns, common nouns or collective nouns.

1. Mr Singh has a lovely garden.
2. A swarm of bees attacked the people in the forest.
3. I have seen the Taj Mahal but I haven't yet seen the Qutub Minar.
4. A dog, a kitten and a rabbit were playing in the field.
5. A crowd of people walked towards the beach.
6. Tina, Navjot and Andy go to the stadium for badminton practice every evening.
7. Did you see the flock of birds flying towards the hills?



### Study skills

Read these words from the story. They are arranged in the alphabetical order. All the words start with the letter 'm'. So, we look at the second letter while arranging them.

Mizo – mother – music

The words are arranged in this order because 'i' comes before 'o' and 'o' comes before 'u'.

In the same way, if the first two letters of some words are the same, then we look at the third letters to arrange them in the alphabetical order. For example,

transport – trees – trunk

Now, arrange each set of words given below in the correct alphabetical order.

1. drum – dance – dear: .....
2. friend – fall – fear: .....
3. catch – car – came: .....
4. sip – sink – simple: .....
5. greed – grow – grain: .....



## Let's learn to listen

Listen to a short poem titled 'New Girl' and complete the sentences.  

1. The poet says that the new girl is not ..... do.
2. The new girl has ..... in the queue.
3. It seems like the new girl's mouth is stuck with .....
4. The new girl needs ..... or two.



## Let's say it right

Say these words with long vowel sounds, aloud.

a



acorn	apron	alien	data	baby	lady
cable	radio	paper	potato	table	tomato

a\_e

bake	base	cage	cake	came	case	cave
date	face	fade	fake	gate	gave	hate



## Let's learn to write


Look at the picture carefully. Then, write a short paragraph of about 10 sentences in your notebook describing how the children are different from each other.  



# 3

## Chulbul's Tail

Let's start

If you could change one thing about yourself, then what would it be? For example, your hair, your nose, your eyes. Why would you want to change it? Tell the class. 



### Words to Know

munching gaze muttered pondered peered  
insisted stubbornly pranced gleefully staggering



Now let us read this story of a squirrel who wanted a new tail.

Once there was a squirrel. A very naughty, lively little squirrel named Chulbul.

One day, Chulbul was sitting on the branch of a tree, **munching** walnuts.

Suddenly her **gaze** fell upon her tail. 'Huh!' **muttered** Chulbul to herself.

'What good is a tail like this? So light that you can't even feel it is there!'

'Hmm... now, what can be done...?' wondered Chulbul.

Chulbul **pondered** over her problem for a long time till she came up with an idea. Why not go to Dr Bombo, the bear!



**munching:** eating something noisily **gaze:** look **muttered:** spoke something quietly **pondered:** thought



So off went Chulbul to the hospital, where Dr Bombo worked.

In the hospital was a cupboard where tails, legs and ears of different animals were kept. As soon as Dr Bombo arrived, Chulbul came to his table.

‘Please, Dr Bombo, could you fix this monkey’s tail on me?’ she asked.

Dr Bombo **peered** at her over his glasses and asked, ‘What on earth for? What’s the matter with your tail?’

‘I want to change my tail,’ **insisted** Chulbul.

‘I do not think a monkey’s tail is suitable for you,’ said Dr Bombo.

‘No, no! That can’t be! I will not hear of it. You **MUST** change my tail,’ Chulbul said **stubbornly**.

‘Alright. As you wish. I shall change your tail but...’ Dr Bombo replied, pushing his glasses further up on his nose.

Chulbul was delighted. Dr Bombo removed her tail and fixed the monkey’s tail on her instead.

‘Now that’s what I call a real tail,’ said Chulbul as she **pranced** about **gleefully**. ‘Now I can also sit on branches high up, with my tail hanging down like the monkeys.’ Delighted with the idea, Chulbul left the hospital.

But... ‘Oh dear! What is this? I can hardly walk, and why does my body feel so heavy?’

Chulbul was really worried. With great difficulty she managed to walk out of the door. She was finding it difficult to walk with her heavy tail. Somehow, by pulling and dragging it along, she reached a tree.



**peered:** looked closely and carefully **insisted:** said it had to be done **stubbornly:** in a way that she would not change her mind **pranced:** moved quickly **gleefully:** happily

'I think I'll go up the tree and rest a while,' thought Chulbul and tried to climb up. But now what? She couldn't even climb an inch. Each time she tried, she fell. At last, she sat down exhausted.

'No way. This tail is not right. I shall have to change it,' said Chulbul to herself.

**Staggering** along, she reached Dr Bombo's hospital once more.

'Please Doctor, this tail is far too heavy for me. Could you a fix a lighter one?' Chulbul asked in a tired voice.

Dr Bombo removed the heavy tail and attached a cat's tail in its place. The change of tails had tired her out, so she simply lay down behind a tree to rest. Suddenly a loud noise woke her up.

'Oh my God! That dog thinks I am a cat and he's coming for me!' yelled Chulbul and ran for her life. But she found it difficult to run with her new tail.

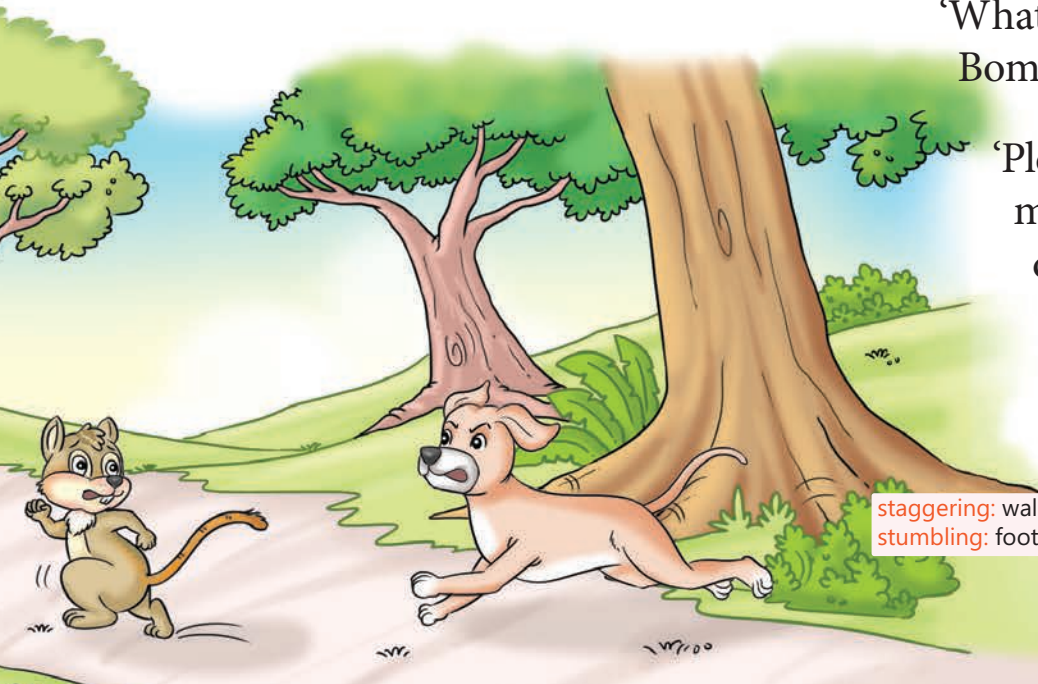
**Stumbling** and falling, she managed to reach Dr Bombo's hospital yet again.

'Help! Dr Bombo! Help!' cried Chulbul and ran inside.

'What is it now?' asked Dr Bombo.

'Please, Dr Bombo, just give me back my own tail. I don't want anybody's tail, just mine,' said Chulbul, shaking her head hard.

**staggering:** walking in a way as if she was going to fall  
**stumbling:** foot hitting something while running or walking



‘So now you’ve come to your senses!’ smiled Dr Bombo.

Cheerfully, he removed the cat’s tail and fixed Chulbul’s very own tail back on the naughty little squirrel.

Heaving a sigh of relief and without a care in the world, Chulbul now walked home happily with a song on her lips:

‘My tail is the best  
So furry and light!  
I can scamper all day  
And dance through the night!’

— (Abridged) Savitri Singh, translated by Ritu Singh



## Let's answer

### A. Tick (✓) the correct answer.



1. Chulbul wanted to change her tail because it was
  - a) too heavy.
  - b) too long.
  - c) too light.
2. Dr Bombo told Chulbul that a monkey’s tail
  - a) was not a good idea.
  - b) was a good idea.
  - c) would not suit her.
3. Chulbul found the monkey’s tail
  - a) just right.
  - b) too heavy.
  - c) too light.



## B. Who said this?

1. 'What on earth for?' .....
2. 'No way. This tail is not right.' .....
3. 'So now you've come to your senses!' .....

## C. Answer these questions.

1. Why was Chulbul unhappy with her tail?
2. Who did she go to for help?
3. Which tail did Chulbul select first?
4. What happened when Chulbul was resting with a cat's tail?
5. Finally, whose tail did Dr Bombo fix on Chulbul?
6. Do you think the story of Chulbul teaches us something? What does it try to teach us?  



## Let's learn new words

Look at the highlighted words taken from the lesson. There are two more words with each. What is common to them?

1. **fix** – attach – join
2. **tired** – exhausted – weary



In each group of words, all three have the same or similar meaning. This means that we can use any of these to convey the same meaning. Such words are called **synonyms**.

Write one synonym for each of the following words.

1. cheerfully: .....
2. difficult: .....
3. pondered: .....
4. delighted: .....
5. gaze: .....
6. wondered: .....



## Let's study grammar

### Read these sentences taken from the story.

1. Once there was a squirrel.



This sentence makes a statement, so it is called a **statement**. It ends with a full stop (.).

2. What good is a tail like this?



This sentence asks a question, so it is called a **question**. It ends with a question mark (?).

3. That can't be!



This sentence shows surprise or wonder, so it is called an **exclamation**. It ends with an exclamation mark (!).

4. You **MUST** change my tail.



This sentence gives a command, so it is called a **command**. It ends with a full stop (.).

5. Please, Dr Bombo, just give me back my own tail.



This sentence makes a request, so it is called a **request**. It ends with a full stop (.).

### Now, write **S** (statement), **Q** (question), **E** (exclamation), **C** (command) or **R** (request) against each of these sentences.

1. How lovely this garden looks!
2. Don't you like it too?
3. Of course, I do – I come here every day.
4. Rashi, come here at once.
5. Please may I borrow your pen for a while?



6. Have you ever flown in a helicopter?
7. I'm so happy that you've got admission in that school!
8. Gauri walks to school because her house is very near.
9. Rahul's father said, 'I want you to go into your study room right now.'
10. Please help me bring the box from the garage.



## Study skills

Read the words and phrases below each picture. Pay attention to the 's'.



tail of Chulbul: Chulbul's tail



glasses of Dr Bombo: Dr Bombo's glasses



When we add an 's' to a noun, it means that something belongs to that noun.

Here are some more examples:

- advice of the old man: the old man's advice
- bag of Sushil: Sushil's bag
- car of Mrs Ghosh: Mrs Ghosh's car
- house of Hamid: Hamid's house

Now, place an 's' correctly to show belonging in these sentences.

1. horse of Binny: .....
2. the shoes of the boy: .....
3. toy of the baby: .....
4. the voice of Shona: .....
5. frock of Rashmi: .....
6. the nest of the bird: .....



**Note:** Be careful of nouns that end in an 's'. In such cases, the apostrophe comes after the s. For example,

the dress of the actress: the actress' dress



## Let's learn to speak

Chulbul was not happy with her tail. But in the end, she realised that her tail was just right for her. Is there anything about yourself that you would like to change? Tell your partner what you would like to change and why.

Then, discuss with your partner whether you are right in thinking so. 



## Let's say it right

Say these words with long vowel sounds, aloud.

### ai

aim	bait	fail	jail	mail	main	paid
pain	rail	rain	sail	tail	vain	wait
brain	chain	daisy	drain	faint	grain	paint
plain	quail	raise	snail	stain	trail	train
waist	afraid	praise	raisin	sprain	strain	

### - ay

bay	day	hay	lay	pay	ray	say
away	clay	play	pray	stay	tray	relay



## Let's learn to write

Imagine you are Chulbul. Write a paragraph of about 12 sentences describing how you got your tail changed and what happened after that.



# 4

# Brother

Let's start

Do you have a younger brother or sister? Or an elder one? **VB** **LS**

- Make a list of three things that you like about him or her.
- Then, write three things that you don't feel very happy about.

Share your list with your partner and discuss.



Words  
to Know

bother

strange

misbehaves



Now let's read this poem to find out how a child feels about his little brother.

I had a little brother  
And I brought him to my mother  
And I said I want another  
Little brother for a change.

But she said don't be a **bother**  
So I took him to my father  
And I said this little bother  
Of a brother's very **strange**.



**bother**: cause trouble **strange**: difficult to understand

But he said one little brother  
Is exactly like another  
And every little brother  
**Misbehaves** a bit, he said.

So I took the little bother  
From my mother and my father  
And I put the little bother  
Of a brother back to bed.

—Mary Ann Hoberman



## Let's answer

### A. Tick the correct answer.

1. The poet went to his mother because he wanted
  - a) a sister.
  - b) one more brother.
  - c) to change his brother for another.
2. The poet's father said that all babies are sometimes
  - a) hungry.
  - b) naughty.
  - c) cuddly and cute.
3. The poet finally
  - a) put him back to sleep.
  - b) played with him.
  - c) sang a song for him.

### B. Answer these questions.

1. *And I said I want another Little brother for a change.*
  - a) Who is the speaker of these lines?
  - b) Whom is the speaker saying this to?
  - c) Why did the speaker want to change the brother?
2. What are the three words that the poet uses for his brother?





## Let's enjoy the poem

### Answer these questions.

1. Do you know what a **stanza** is? Most poems are broken up into parts. Each part has some lines. These parts can be of two, three, four, six or more lines. There are no fixed numbers. Each such group of lines or parts of a poem is called a **stanza**. For example, read this poem called *Who Has Seen the Wind?*

Who has seen the wind?  
 Neither I nor you:  
 But when the leaves hang trembling,  
 The wind is passing through.

Who has seen the wind?  
 Neither you nor I:  
 But when the trees bow down their heads,  
 The wind is passing by.

In this poem, you can see two stanzas. Each stanza has ..... lines.

Now, look at the poem *Brother* again. How many stanzas does the poem have?

2. Read the last word of the first two lines of the poem – **brother/ mother**. What do you notice? Do they have the same sound? Yes. They are called **rhyming words**.

Now, find words from the poem that rhyme with the following:

- a) another: .....
- b) change: .....
- c) said: .....



# 5

## Ellie Makes New Friends

Let's start

- Write down the names of your three closest friends here.

1. .... 2. ....  
3. ....

- Write down three things or activities that you do together.

1. ....  
2. ....  
3. ....



### Words to Know

lonely  
thud

huge  
squealed

attacking  
rejoiced

prepare  
trumpeted

tumbling



Now let us read this story to find out how Ellie the elephant made lots of new friends.

Ellie was an elephant. He lived in a big forest. But Ellie was a sad elephant because he was **lonely**. He did not have any friends.

The animals in the forest did not play with him. They did not play with him because of his size—Ellie was **huge**.

**lonely**: without any friends, all alone    **huge**: very big in size



One day, a tiger came to the forest. He began **attacking** the animals in the forest. The animals were all frightened. They started running away from the forest. They met Ellie on the way.

Ellie asked, 'Where are you all going in such a hurry?'

The animals said, 'Ellie, run! The tiger is eating all the animals. He will eat you too.'

Ellie said, 'Of course not. It is our forest. The tiger cannot eat us. Let me see what I can do.'



Ellie went to meet the tiger. The tiger roared, 'Prepare to die!'

Ellie went close to the tiger and gave him a big kick.

The tiger went **tumbling** through the air. He landed on the ground with a loud **THUD!** The tiger **squealed** in fright and ran away.

The animals in the forest **rejoiced**. 'Thank you, Ellie!' they cried happily. 'Will you be our friend?' they asked.

Ellie **trumpeted** aloud, 'Yes, I will be your friend!'

Ellie and the animals lived happily in the forest for a long time.

**attacking:** acting in order to kill   **tumbling:** falling suddenly   **thud:** a sound made when something or someone falls on the ground   **squealed:** cried loudly   **rejoiced:** felt great happiness and joy   **trumpeted:** made a loud sound (an elephant's cry)




## Let's answer

### A. Read each sentence carefully. Write **T** for true or **F** for false.

1. Ellie was small in size. ....
2. At first, Ellie did not have any friends. ....
3. Ellie was not afraid of the tiger. ....
4. All the animals in the forest wanted the tiger to be their friend. ....
5. Ellie taught the tiger a good lesson. ....
6. The animals in the forest were saved by Ellie. ....
7. At last, Ellie made lots of friends. ....

### B. Answer these questions.

1. The animals in the forest did not play with Ellie. Why?
2. Why were all the animals afraid of the tiger?
3. What did the tiger do when he saw Ellie?
4. How did Ellie scare the tiger away?
5. Why do you think the animals were so happy in the end?
6. Do you think Ellie was very brave? Why? 



## Let's learn new words

Look at the highlighted words taken from the lesson and compare them with the words alongside.

1. **agree** – disagree

2. **wise** – foolish



The word 'disagree' is the opposite of 'agree' and the word 'foolish' is the opposite of 'wise'. Such words are called **antonyms**.

Sometimes we can form the opposite of a word by adding 'un' or 'dis' before it. For example,

happy – **un**happy

appear – **dis**appear



## Write one antonym for each of the following words.

1. open: .....
2. inside: .....
3. quietly: .....
5. right: .....
4. everyone: .....
6. quick: .....



## Let's study grammar

### Read these sentences taken from the story.

- A tiger came to the forest.
- The tiger is eating all the animals.

Each sentence is about someone doing the action. The rest of the sentence tells us what the person /insect/thing is doing.



The person doing the action is called the **subject** of the sentence. The rest of the sentence is called the **predicate**.

For example, in the first sentence, **a tiger** is the animal who did some action – came to the forest. So, 'tiger' is the **subject** of this sentence and 'came to the forest' is the **predicate**.

### In the following sentences, underline the subject with a red pencil and the predicate with a green pencil.

1. Ellie went to meet the tiger.
2. They met Ellie on the way.
3. The tiger went tumbling through the air.
4. He began attacking the animals in the forest.
5. The moon is shining in the sky.
6. The animals in the forest rejoiced.



## Study skills

When we say a word, we break it into parts called **syllables**.

For example,

- friends (one syllable)
- an/i/mal (three syllables)
- for/est (two syllables)

Most dictionaries show a syllable break using a hyphen (-).

**How many syllables do these words have? Place a hyphen to mark the breaks. Look up a dictionary to see if you were right.**

- elephant: .....
- tiger: .....
- because: .....
- lonely: .....
- hurry: .....
- prepare: .....
- tumbling: .....
- happily: .....



## Let's say it right

**Say these words with long vowel sounds, aloud.**

e

even      evil      Egypt      equal      evening

e \_ e

here      these      theme      concrete      compete  
delete      severe      sincere      complete

ea

eat	pea	sea	tea	bead	beak	beam
beat	each	easy	heal	heap	heat	lead
leaf	leak	meal	mean	meat	neat	peak
read	seal	seam	seat	team	weak	beach
cheap	cheat	clean	dream	eagle	feast	jeans






## Let's learn to listen

Listen to a short poem on friendship. Listen carefully and then recite it with the correct pronunciation and pauses.



## Let's learn to write

At the end of the story, we find out that Ellie made many friends. Think and write down a paragraph about why Ellie has so many friends now. You can use the points given in the help box. 



At first, Ellie was lonely—everyone was scared of his size—he was sad—one day a tiger came to the forest—all the animals started running away—but Ellie decided to help all the animals—he gave the tiger a big kick—the tiger ran away, frightened—all the animals were happy and made friends with Ellie—he had saved everyone

# 6

# The Donkey in the Well

Let's start

- Look at these pictures. What is happening in each picture? Discuss with your classmates. **VB** **LS**
- How do you feel when you see something like this happening around you? Tell your partner. **VB**



Words  
to Know

wondered  
astonished

loads  
amazing

grabbed  
edge

shovel  
trotted



 Now, let's read this story about a farmer and his donkey.

One day, a farmer's donkey fell into a well. It was very sad to hear the poor animal's cries as the farmer **wondered** what to do. He thought and thought. Finally, he decided that the animal was too old to be of any use to him. He could no longer carry **loads** as he used to earlier.

The farmer thought to himself, 'The well is dry and needs to be covered up with mud anyway. There's no use trying to get the donkey out of the well.'

He invited all his neighbours to come over and help him. They all **grabbed** a **shovel** and began to throw dirt into the well. The donkey understood what was happening and cried terribly. Then, to everyone's surprise, he became quiet.

After some time, the farmer finally looked down the well and was **astonished** at what he saw. With every shovel of dirt that hit his back, the donkey was doing something **amazing**. He would shake it off and take a step up. As the farmer's neighbours continued to throw dirt on top of the animal, he would shake it off again and take another step up. Pretty soon, everyone was amazed as the donkey stepped up over the **edge** of the well and **trotted** off!



—An Indian folk tale

**wondered:** thought about    **loads:** heavy things    **grabbed:** caught hold of    **shovel:** a tool like a spade used for moving coal, soil, snow, or other material    **astonished:** very surprised    **amazing:** wonderful or surprising    **edge:** the outside limit of an object, area, or surface    **trotted:** walked fast






## Let's answer

### A. Read the following sentences and write **True** or **False** against each.

1. The farmer did not try to rescue the donkey as he was old.
2. The farmer had friendly and helpful neighbours.
3. The donkey became quiet because he understood how to get out of the well.
4. The donkey was pulled out by the farmer and his neighbours.
5. The donkey was a clever animal.

### B. Answer these in one sentence.

1. Why did the farmer decide to let the donkey die in the well?
2. Why did the farmer invite all his neighbours?
3. Was the donkey foolish or clever? Why do you think so? 
4. Did the farmer do the right thing by leaving the donkey in the well? Why or why not?  



## Let's learn new words

### Look at these groups of words taken from the story.

- shake **off**
- **take** a step
- trotted **off**

We don't say 'shake **in**', or '**make** a step', or 'trotted **at**'.

Some words are often used together to convey a meaning. Such words always go together.

Some other examples are:



deeply sorry   long time   big mistake   make a choice   get started

Now, fill in the blanks in the sentences below with the correct words from the help box.



comfortable with

excited about

ashamed of

care for

take care of



1. You should be ..... yourself! How can you hurt the little bird?
2. My parents say that we must ..... our pet.
3. We must learn how to ..... ourselves in case of a fire.
4. Tanya and Samir are very ..... the class picnic.
5. Are you ..... sitting next to my pet? If not, do let me know.



## Let's study grammar

You have learnt in earlier classes that an **adjective** tells us something more about a noun, for example,

**slow** car, **juicy** apple, **her** aunty, **five** rats, **this** bag

**Now, read these sentences to learn about the different kinds of adjectives.**

- The **poor** animal cried for a **long** time. (adjectives of **quality**)
- He invited all **his** neighbours to come over and help him. (**possessive** adjective)
- **Two** monkeys had climbed up the tree. (adjective of **quantity**)
- **That** donkey belongs to the farmer. (**demonstrative** adjective)

**Circle the adjectives and state their kind. There could be more than one in a sentence.**

1. The farmer had five bullocks.
2. This cap belongs to my brother.
3. The park has a huge tamarind tree in the middle.
4. That boy has two dogs at home.
5. My brother studies in that school.
6. The gift you gave me on my birthday is beautiful.
7. Don't you know that Father got a dozen bananas?
8. My brother wants to be an army officer when he grows up.





## Study skills

### Read these sentences.

- The farmer thought to himself, ‘The well is dry and needs to be covered up with mud anyway.’
- ‘What are you doing here? This is my garden!’ shouted the giant in a gruff voice.

As you can see, the words spoken by the speaker are placed within **inverted commas** (‘...’).

The first word inside the inverted comma starts with a capital letter.

A comma is used to separate the text within the inverted commas from the rest of the sentence.

### Insert capital letters, full stops, question marks, commas, apostrophes and inverted commas wherever necessary.

1. wheres my book asked sonia
2. our class teacher said open your english books please
3. vinod salman and gurdeep are my classmates said Farhan
4. my friend asked me do you know how to use this phone
5. the little bird thought let me try to fly on my own



## Let's learn to listen

**You will listen to a short story about a goat and a fox. Listen carefully and then write T (true) or F (false) in front of each sentence. You can listen to the story more than once.**

1. One day, a fox was walking with a goat in the forest.
2. The fox suddenly fell into a well.
3. The fox was not able to get out.
4. A sheep came to the well.
5. The fox said that he was enjoying himself.
6. Both the fox and the goat were left in the well.





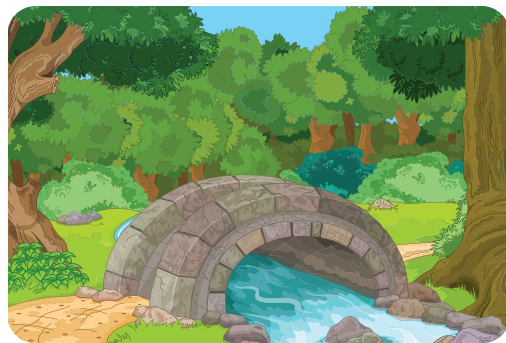
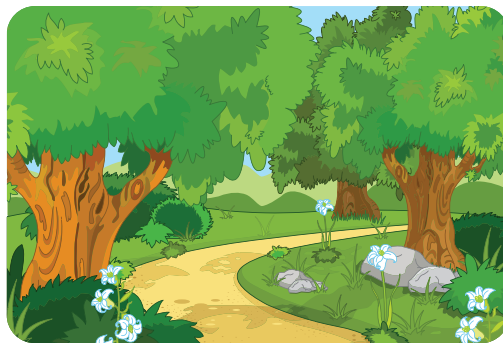
## Let's learn to write

Look at the pictures given below. Try and write a short story based on what you see. Make it as interesting as you can.



You could use the following questions to help you create your story:

- Who is the main character or characters in your story?
- Do they meet anyone on the way?
- Who lives in the house?
- What happens in the end?
- Give your story a title.
- Where are they going? Why?
- Do they get lost?
- Do they face any problem?
- Does the person in the house help them?



## 7

## Paper Kite

Let's start

- Which is your favourite subject? Why do you like it?
- Are you scared of any subject? Why? Tell the class.

Now, let's read what the little boy has to say in this poem.

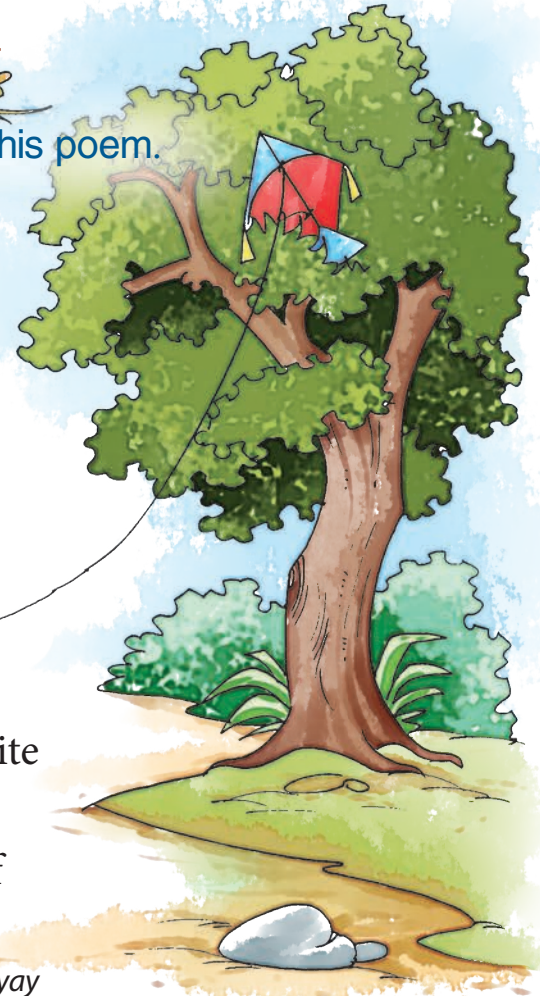
I bought a pretty paper kite  
And flew it yesterday,  
But then, you know, the branches of  
A tree came in the way.

And while I tried to fly it high  
Through some unhappy luck,  
There in the branches of the tree,  
My paper kite got stuck.

And like that helpless paper kite  
I find I also stick  
Quite often in the branches of  
Simple arithmetic!

—Harindranath Chattopadhyay

$$\begin{array}{r} 2 \quad 4 \\ + 2 \quad + 2 \\ \hline 5 \times 7 \times \end{array} ?$$



About  
the poet

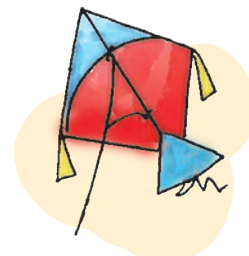
**Harindranath Chattopadhyay** (1898–1990) was a poet, dramatist, actor, musician and a member of the first Lok Sabha. He was also the younger brother of another great poet and freedom fighter, Sarojini Naidu. His poems for children are filled with fun and energy.



## Let's answer

### Answer these questions.

1. Number the pictures in the correct order that they happened in the poem.



2. People fly kites on August .....

3. What is common between the kite and the boy in the poem?

(Hint: Do they both get stuck in something?)



#### Did You Know?

Before Independence, some Indians used to fly kites with the words 'Simon Go Back' written on them. They did this to protest against British rule.



## Let's enjoy the poem

### Answer these questions.

1. Read the poem again. Write all the pairs of rhyming words that you see.

2. In the poem, we came across the words, 'kite' and 'fly'. Both these words have more than one meaning.

- **Kite** is a thing made of paper which you can fly.
- **Kite** is also the name of a bird.
- **Fly**, as a verb, means to move through the air.
- **Fly**, as a noun, is the name of an insect.



Such words which have the same spelling or pronunciation but different meanings are called **homonyms**.

Write three pairs of such words that you can think of and give their meanings.

- a) i. .... ii. ....
- b) i. .... ii. ....
- c) i. .... ii. ....

## 8

## A Nest in the Mailbox

Let's start

- Describe your home to your partner. (How does it feel—safe, warm and cosy?)
- When you go home from school, who waits for you at home? What does he/she do when you come back? When you are hungry, who feeds you? Who takes care of you when you are sick?

Words  
to Know

mailbox  
sparrows

drill machine  
enough

balcony  
featherless



Let's read the story of a little girl who helped her father make a mailbox.

Manju and her parents moved to Delhi a few weeks ago. They live in a big bungalow which has a big garden. At first, they did not have a mailbox. Father bought some pieces of wood from the carpenter.

There was one long piece for the floor, two long pieces for the sides, two pieces for the face, one door and two pieces for the roof. He also got many nails and screws. He borrowed a **drill machine** from a neighbour.



**mailbox:** a box into which letters are delivered, especially one mounted on a post at the entrance to a person's property **drill machine:** a machine used for making holes



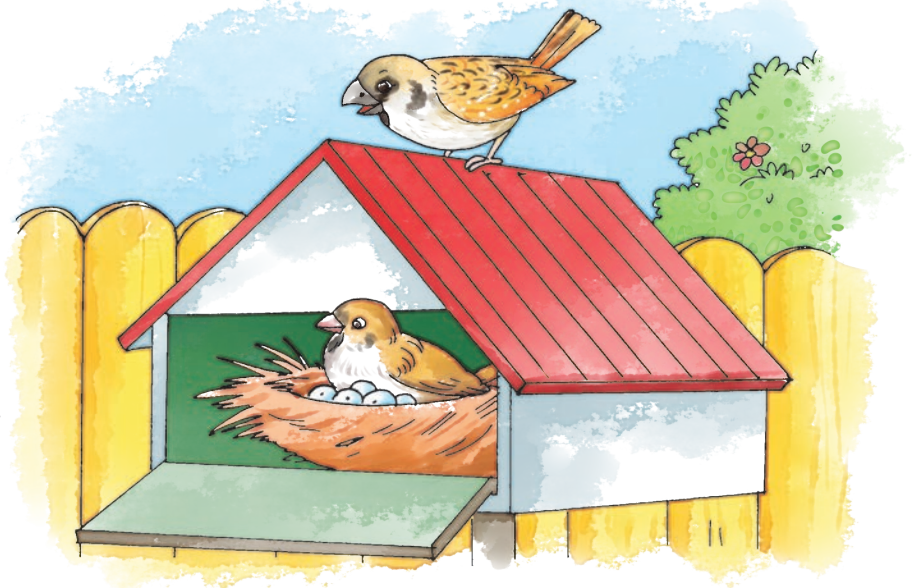
One Saturday morning, Father and Manju sat down to make a mailbox. They put on safety gloves and glasses. With the help of the drill machine, Father drilled holes and screwed up the pieces.

The mailbox was fixed. Father and Manju then started painting the mailbox and left it to dry. On Sunday morning, a white mailbox with a red roof was ready. Father set the mailbox in the garden.

One day, when Father opened the mailbox, he saw some dry grass in it. Manju and Father sat on the balcony and watched the mailbox. Two sparrows were busy building a nest in the mailbox. A few days later, Father and Manju saw five little eggs in the nest. Mamma sparrow sat on the eggs. Soon, tiny birds came out of the eggs. They were featherless and blind. But they were hungry all the time. Mamma and Papa sparrows took turns to feed the hungry little birds. In a few days, the little birds opened their eyes.

They grew feathers. In a few weeks, the little birds were soon strong enough to fly.

Soon, the nest became empty. Manju was sad. Father said, 'Now, the little ones have become grown-ups. They will make nests of their own.'



**balcony:** a space that is built on outside wall of a building, above the ground, with a wall or rail around it  
**sparrows:** small birds with brown and grey feathers **featherless:** without feathers



## Let's answer



### A. Number the sentences in the correct order as they happen in the story.

- ..... Manju's father bought pieces of wood from the carpenter.
- ..... On a Saturday morning, Manju and her father made a white mailbox with a red roof.
- ..... Manju lived in a big house but it did not have a mailbox.
- ..... Instead of letters, the mailbox had dry grass in it.
- ..... The eggs hatched and five baby chicks were born.
- ..... Mamma and Papa sparrows built a nest where five little eggs were laid.
- ..... The chicks were always hungry and their parents took turns to feed them.
- ..... Soon, they grew feathers and one day they were gone.

### B. Answer these questions.

1. Manju moved into a big bungalow. Name one thing which the bungalow had. Name another thing which it didn't have.
2. What did Manju's father buy from the carpenter and why?
3. Describe the mailbox. Where was it fixed?
4. Who lived inside the mailbox?
5. Why do you think Papa and Mamma sparrows took turns to feed the baby sparrows?
6. When did the mailbox become empty, and why?

### C. If you want to build a mailbox like Manju's, what will you need?

Make a list. 

- |         |         |
|---------|---------|
| 1. .... | 2. .... |
| 3. .... | 4. .... |
| 5. .... | 6. .... |
| 7. .... | 8. .... |





## Let's learn new words

In this story, the mother bird had baby birds. Baby birds are called **chicks**.

Now, match each baby animal with its parent.

### Animal

1. butterfly
2. dog
3. hen
4. cow
5. cat
6. tiger
7. duck
8. goat



### Baby

- a. duckling
- b. calf
- c. kid
- d. cub
- e. chick
- f. caterpillar
- g. puppy
- h. kitten



## Let's study grammar

Read these sentences.

- Manju **lived** in a big bungalow.
- Father and Manju **ainted** the mailbox.
- The little birds **opened** their eyes.

We add **-d** or **-ed** to some verbs to show that the action happened in the past.

**A. Let's complete the sentences with the correct form of the verbs given in the brackets. For last year, use verbs in the simple past form.**

**Last year**

1. Manju ..... (stay) in a small house.
2. Manju and her parents ..... (live) in Mumbai.
3. Manju's father ..... (work) in a bank.
4. Manju ..... (like) to go to the market with her mom.
5. On Manju's birthday, her mother ..... (cook) biriyani for her.
6. Manju's father ..... (play) cricket with her.

**This year**

1. Manju stays (stays) in a big house.
2. Manju ..... (live) in Delhi.
3. Manju's mother ..... (work) in a college.
4. Manju .....(like) to go to the market with her father.
5. Manju's mother ..... (bake) cakes for her.
6. Manju's mother ..... (play) chess with her.

Some verbs do not take **-ed**. They change completely. For example,

- The baby sparrows **grew** feathers. (verb: grow)
- Mamma sparrow **sat** on the eggs. (verb: sit)
- The baby sparrows **flew** away. (verb: fly)

**B. Now, write the simple past forms of these verbs. You will find them in the story.**

- |                          |                        |
|--------------------------|------------------------|
| 1. buy (para 1) .....    | 2. get (para 2) .....  |
| 3. leave (para 4) .....  | 4. see (para 5) .....  |
| 5. take (para 5) .....   | 6. grow (para 5) ..... |
| 7. become (para 6) ..... |                        |



## Study skills

Look at these words from the lesson. Pay attention to the highlighted words.

safety

building

featherless



As you can see, we can make new words by adding some letters to a word. These letters that make a new word are called **suffixes**.

Some other suffixes are: actor, painter, excitement

Now, complete these words by filling in a suitable suffix.

- |                |                  |                |
|----------------|------------------|----------------|
| 1. dance ..... | 2. inspect ..... | 3. care .....  |
| 4. live .....  | 5. play .....    | 6. speak ..... |
| 7. loud .....  | 8. law .....     |                |



## Let's learn to write

**A. Draw five little chicks sitting in a nest in your notebook or on a piece of paper.** 

**B. Now, write a short paragraph describing the chicks and their growth.**



You could use these hints to write your paragraph.

- Describe where they were born. How did they feel while they were growing up? Who fed them?
- Then one day... *(write two to three sentences about the changes that took place.*

**Hint:** *the chicks opened their tiny eyes to see...their body was covered with soft feathers...)*

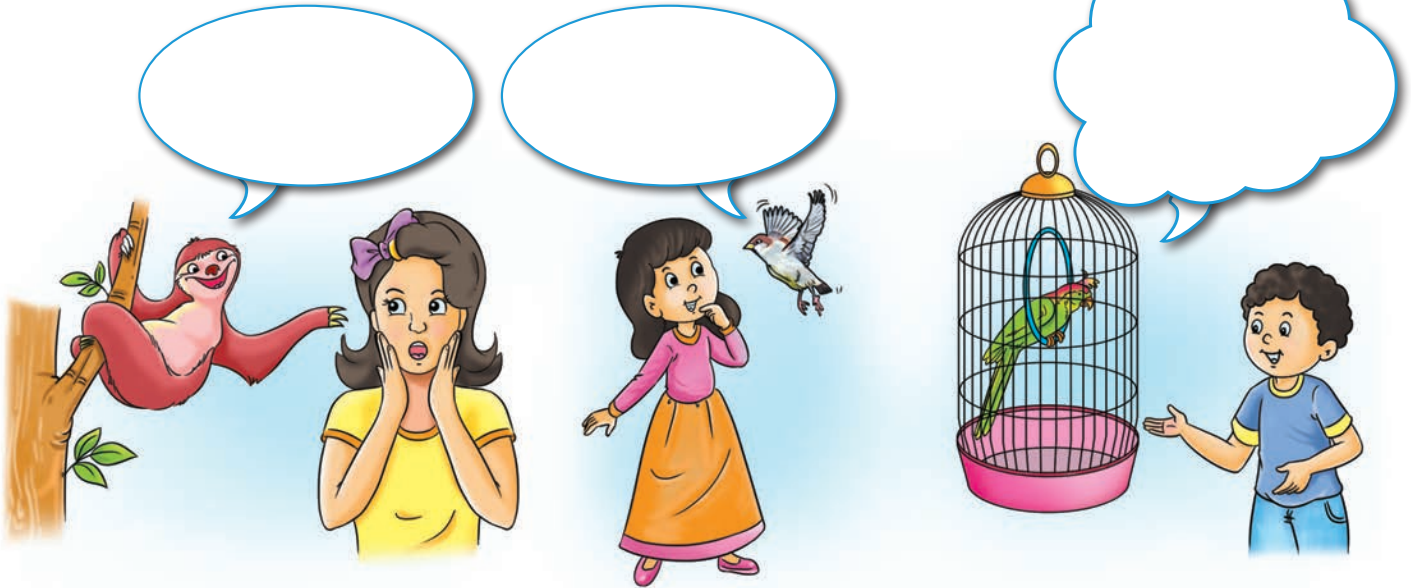
Finally, they knew it was time to fly away on their own, So, they....

## 9

## Up World Down World

Let's start

If animals could talk, what do you think they would say to us? Use your imagination and guess what these animals are saying. **LS**



## Words to Know

sneak  
bough  
squinting

patter  
fearful

dull  
invisible

sore  
hammock

barely  
bolted



Now let us read this story of a girl named Fatima and her strange world.

Fatima loved Sunday afternoons. After a lunch of beans and kofta, Maa would read the newspaper on her favourite chair and Baba would **sneak** away to take a nap.

**sneak**: to go somewhere secretly



Fatima could **patter** away with her book into the lively green forest near her house. The forest creatures would be sleeping, so it would be just her, curled up in the quiet hug of the forest trees.

Fatima would sit down in the shade of the Arjuna tree and gaze into the leafy Up World. Maa had warned her not to climb the tree's

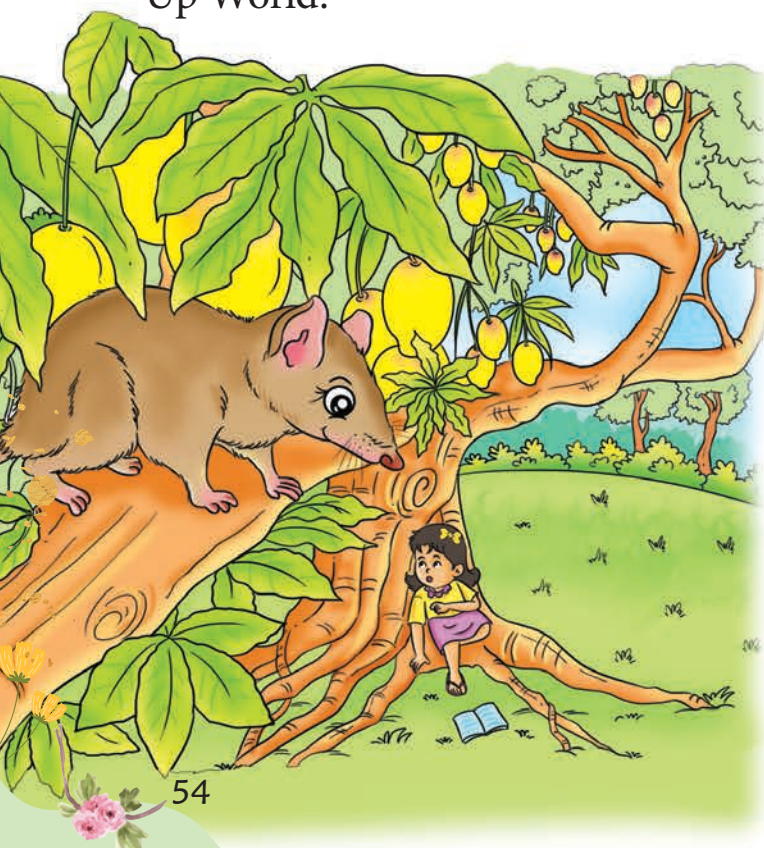
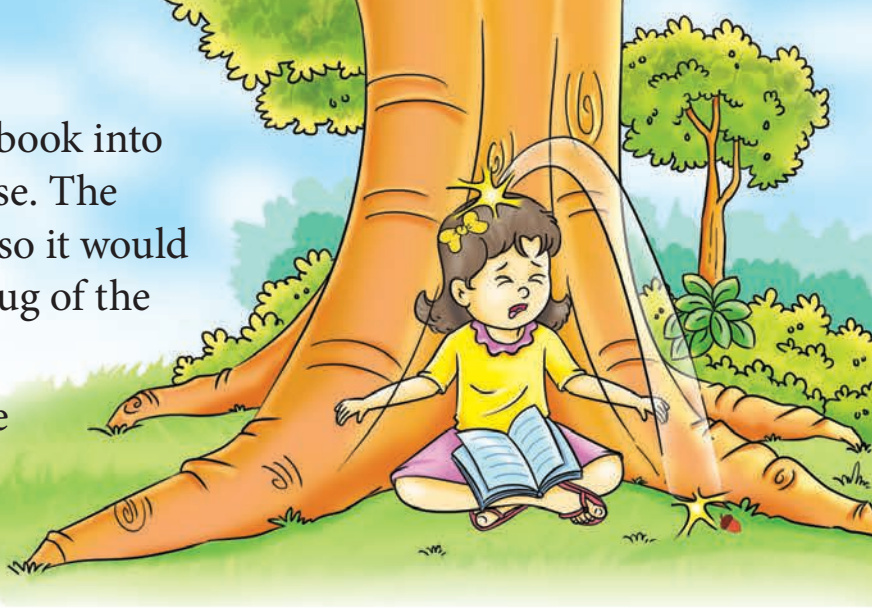
branches. It was safe down below. Fatima didn't know what was in the scary Up World.

But that day, Fatima was in for a surprise. As she turned a page, Fatima felt a **dull** THUMP! on her head.

'Ouch!' she yelled, rubbing her sore head. It was a tiny book, **barely** the size of a pea. Fatima looked up and saw a furry animal trying to hide behind a **bough** of leaves.

'Hello! Is this book yours?' she asked, peering into the Up World. But she got no answer.

The pea-sized book belonged to Gopa, a young dormouse who lived in the Up World.



Gopa's little house, made of soft dry leaves and twigs, was in the Arjuna tree as well. The dormouse had often seen Fatima reading, and loved the yellow ribbons in her hair.

But Gopa's Amma had warned her about the terrors of the Down World.

All the animals were **fearful** of Fatima and other human beings and tried to remain **invisible** to the Down World.

**patter**: the sound made by footsteps    **dull**: not very loud  
**sore**: painful    **barely**: with great difficulty    **bough**: branch of a tree  
**fearful**: afraid    **invisible**: not seen

That Sunday, Gopa had been swinging on her green, leafy **hammock** and reading. She was about to turn the last page when a strong breeze blew the book out of her small, furry paws. Down it went! It bounced on the branches and floated away. The book fell THWACK! and hit Fatima on her head.



Gopa's tail quivered and ears twitched. The Up and Down World should never meet, she thought and **bolted** home. Fatima didn't climb the tree but kept **squinting** and trying to read the book. The letters were too small! Finally, she decided to return the book to the shadowy, furry creature.

Fatima was really clever – next Sunday she tied five shiny, red balloons around her waist and suddenly, she was floating up. To the Up World!

Up, Up, and Up went Fatima, until she reached the tree tops.



Gopa was brushing her bushy tail when she spotted five, shiny red balloons! 'Oh, balloons! Maybe it is someone's birthday,' she thought excitedly. But what was this?

There was the girl with the yellow ribbons attached to the shiny, red balloons. 'Run, run away!' squeaked Gopa, 'the Down World humans are here!'

But Fatima was faster. Fatima offered Gopa the book and asked, 'Is this yours?' Gopa grabbed the book quickly and smiled. Fatima giggled. She caught Gopa staring at her ribbons and tied one in a neat bow around her tail. Fatima and Gopa held hands and went off exploring!

Fatima and Gopa ran and skipped over the gaps in the trees of the **canopy** forest.

—(Abridged) Padmaparna Ghosh

 **hammock:**  **bolted:** ran fast **squinting:** looking at something with eyes partly shut **canopy:** an area like a roof, especially branches of trees in a forest





## Let's answer


### A. Tick (✓) the correct answer.

- Fatima loved Sunday afternoons because
  - they ate beans and kofta at lunch.
  - her mother read the newspaper.
  - she would read her books in the forest.
- While reading under a tree, a ..... fell on Fatima's head.
  - pea
  - book
  - dormouse
- Both Fatima and Gopa loved to
  - sit under trees.
  - enjoy the breeze.
  - read books.
- Gopa quickly ran away because
  - she was scared of people from the Down World.
  - her Amma was calling her.
  - she didn't want Fatima to see her.

### B. Who said this?

- 'Hello! Is this book yours?' .....
- 'Oh, balloons! Maybe it is someone's birthday,' .....
- 'Run, run away!' .....
- 'Is this yours?' .....

### C. Answer these questions.

- Why did Fatima love Sundays?
- What had Fatima's mother warned her not to do?
- Which words tell us that the book that fell on Fatima's head was small?
- Why did Gopa not reply to Fatima's question?
- How did Fatima reach the Up World?
- Do you think humans and animals can become friends? Why or why not? 





## Let's learn new words

### Look at these words taken from the story.

newspaper

birthday

Both these words can be further broken up into two words:

news + paper

birth + day

When we look at the meaning of each individual word, they mean something else. But when we join them to form one word, the meaning changes.



Such words that are formed by joining or combining two different words to form one word are called **compound words**.

### Now, look at these picture clues to form compound words.

1.



= .....

2.



= .....

3.



= .....

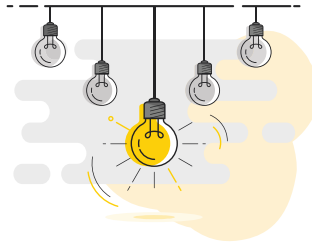


4.



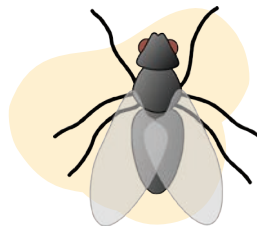
= .....

5.



= .....

6.



= .....



## Let's study grammar

Read this sentence. Pay attention to the highlighted words.

Fatima **is peering** into the Up World.

The verb in this sentence **is peering**.

'is' is a helping verb. 'am, are' are also helping verbs. They come from the root verb 'to be'. Look at this table.

**Root verb**

**to be**

I **am** (singing a song.)

You **are** (singing a song.)

He/She **is** (singing a song.)

It **is** (crying loudly.)

We **are** (singing a song.)

They **are** (singing a song.)

When we talk about something that is happening now, or at the time

of speaking in the present, we say that the sentence is in the **present continuous tense**. We can form the present continuous tense in this way:

Subject (I/You/He/She/It/We/They) + am/is/are + verb (go/dance/paint, etc.) + ing + predicate

**A. Now, form the present continuous tense of the verbs given in the brackets. Remember to add the correct helping verb.**

1. Ganesha ..... (stand) with rice and milk in his hands.
2. The poor lady ..... (cook) the kheer.
3. The villagers ..... (scold) the boy.
4. We ..... (help) the little children.
5. Rashmi ..... (paint) a scenery.

**B. With your partner, practise speaking some actions that you are doing right now. For example, 'I am talking to you.'**



**Let's say it right**

**Say these words with long vowel sounds, aloud.**

**ie**

die      lie      pie      tie      cried      tried      dried      fried

**-y**

by      my      cry      dry      fry      fly      sly  
spy      shy      why      reply      July      rhyme      cycle

**o**

go      so      no      hotel      robot      total      tomato  
potato      banjo      piano

**o \_ e**

bone      code      cone      hole      home  
joke      nose      note      pole      poke  
robe      rode      rope      rose      vote





## Let's learn to listen

### Tick the correct option.

1. The monkey lived on  
a) a coconut tree.                      b) an apple tree.                      c) an orange tree.
2. The crocodile's wife wanted to  
a) eat the monkey's heart.                      b) be friends with the monkey.  
c) invite the monkey for lunch.
3. The monkey was  
a) clever.                                      b) foolish.                                      c) scared.



## Let's learn to write

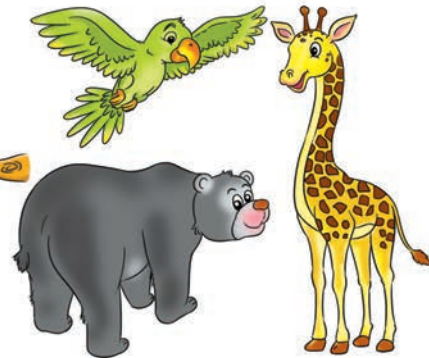
**Fatima and Gopa ran around in the forest at the end of the story. Who else do you think they would have met in the Up World? What must they have done? Write a paragraph describing what you think they must have done.**

10

# The Little Jackals and the Lion

Let's start

Look at this word search and circle the names of 11 animals you see.



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



Words  
to Know

fret

dreadful

cunning

stalked

miserable

mane

wretches

reflection

bowed

floundered

steep





Now let us read this story of a lion and two jackals.

Once there was a great big jungle and the lion was the king of the jungle. Whenever he wanted anything to eat, all he had to do was to come up out of his cave in the stones and earth and roar. When he had roared a few times, all the little people of the jungle were so frightened that they came out of their holes and hiding-places and ran this way and that, to get away. Then, of course, the lion could see where they were. And he pounced on them, killed them, and gobbled them up.

He did this so often that at last there was not a single thing left alive in the jungle besides the lion, except two little jackals,—a little father jackal and a little mother jackal.

They had run away so many times that they were quite thin and very tired, and they could not run so fast any more. And one day, the lion was so near that the little mother jackal grew frightened; she said,—

‘Oh, Father Jackal, Father Jackal! I believe our time has come! The lion will surely catch us this time!’

‘Pooh! Nonsense, mother!’ said the little father jackal. ‘Come, we’ll run on a bit!’

And they ran, ran, ran very fast, and the lion did not catch them that time. But at last a day came when the lion was nearer still and the little mother jackal was frightened almost to death.

‘Oh, Father Jackal, Father Jackal!’ she cried; ‘I’m sure our time has come! The lion’s going to eat us this time!’



‘Now, mother, don’t you **fret**,’ said the little father jackal; ‘you do just as I tell you, and it will be all right.’

Then what did those **cunning** little jackals do but hold their hands and run up towards the lion, as if they had meant to come all the time. He was standing up and roaring in a terrible voice,—

‘You **miserable** little wretches, come here and be eaten, at once! Why didn’t you come before?’

The father jackal bowed very low.

‘Indeed, Father Lion,’ he said, ‘we meant to come before, but every time we started to come, a dreadful great lion came out of the woods and roared at us, and frightened us, so that we ran away.’

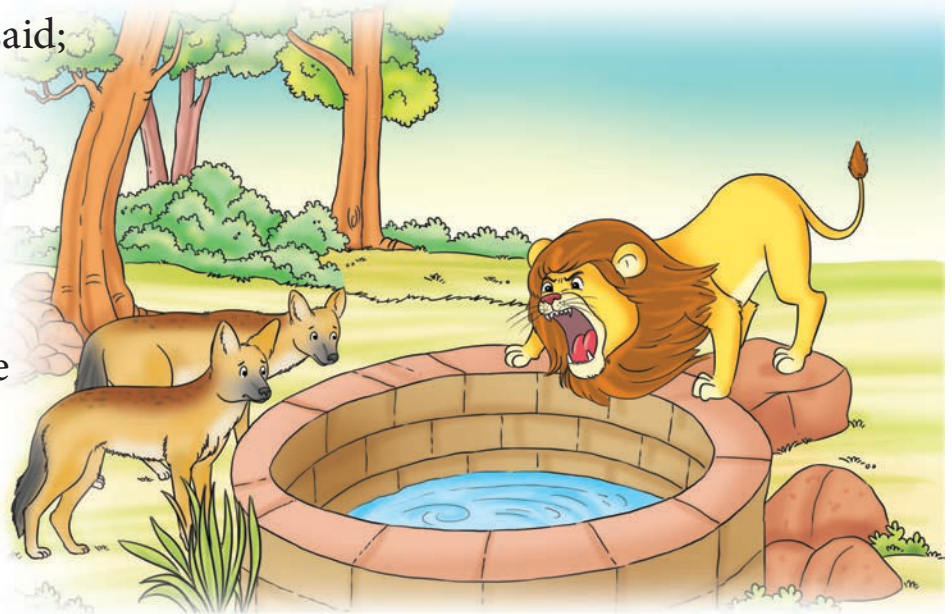
‘What do you mean?’ roared the lion. ‘There’s no other lion in this jungle, and you know it!’

‘Indeed, indeed, Father Lion,’ said the little jackal, ‘I know that is what everybody thinks; but there is another lion! And he is as much bigger than you as you are bigger than I! His face is much more terrible, and his roar far, far more **dreadful**. Oh, he is far more fearful than you!’

At that the lion stood up and roared so that the jungle shook.

‘Take me to this lion,’ he said; ‘I’ll eat him up and then I’ll eat you up.’

The little jackals danced on ahead, and the lion walked behind. They led him to a place where there was a round, deep well of clear water. They went round on one side of it, and the lion **stalked** up to the other.



**fret:** worry **cunning:** very clever **miserable:** very unhappy or uncomfortable  
**wretches:** people you feel sorry for **bowed:** moved the upper part of the body to show respect **dreadful:** very bad or unpleasant **stalked:** moved slowly and quietly towards an animal or a person to hurt

‘He lives down there, Father Lion!’ said the little jackal. ‘He lives down there!’ The lion came close and looked down into the water,—and a lion’s face looked back at him out of the water!

When he saw that, the lion roared and shook his **mane** and showed his teeth. And the lion in the water was also shaking his mane and showing his teeth. The lion above shook his mane again and growled again, and made a terrible face. But the lion in the water made just as terrible a one, back. The lion above couldn’t stand that. He leaped down into the well after the other lion.

But, of course, there wasn’t any other lion! It was only the reflection in the water!

So, the poor old lion **floundered** about and floundered about, and as he couldn’t get up the **steep** sides of the well, he was at last drowned. And when he was drowned, the little jackals held each other’s hands and danced round the well, and sang,—

‘The lion is dead! The lion is dead!

‘We have killed the great lion who would have killed us!

‘The lion is dead! The lion is dead!

‘Ao! Ao! Ao!’


—An Indian folk tale

**mane:** the long hair on the neck of a horse or a lion    **reflection:** an image in a mirror, on a shiny surface, on water, etc.    **floundered:** to struggle to move or get somewhere in water, mud, etc.    **steep:** sharp or high



### A. Tick (✓) the correct answer.


1. The lion would roar loudly so that
  - a) everyone could hear him.
  - b) everyone could come to him.
  - c) everyone would come out of their hiding places.
  - d) he could eat the animals.

- 
2. At last, in the forest there were only
    - a) the lion and two jackals left.
    - b) the lion and some animals left.
    - c) the lion and father jackal left.
    - d) the lion and baby jackals left.
  3. Father jackal told the lion that there was another lion
    - a) in the woods.
    - b) in the cave.
    - c) under the stones.
    - d) near the lake.

### B. Who said this?

1. 'I believe our time has come!' .....
2. 'You miserable little wretches, come here and be eaten, at once!' .....
3. '...you do just as I tell you, and it will be all right.' .....
4. 'The lion is dead! The lion is dead!' .....

### C. Answer these questions.

1. Why were the jackals thin and frightened?
2. What did they do when finally they could no longer run away from the lion?
3. What did Father Jackal tell the lion?
4. Where did the other lion live?
5. Was there really another lion? What happened to the big lion?
6. Do you think the jackals were clever? Why do you think so? 



### Let's learn new words

Many nouns can be made plural by adding **s**. For example,

jackal – jackals

pencil – pencils

Nouns that end in **ch**, **sh**, **s**, **o**, **ss** and **x**, form their plural by adding **es**.



For example,

porch – porches

brush – brushes

bus – buses

tomato – tomatoes

glass – glasses

box – boxes

*But:* radio – radios

Nouns that end in **f** and **fe**, are made plural by replacing **f** and **fe** with **ves**.

leaf – leaves

knife – knives

hoof – hooves

*But:* roof – roofs

In nouns that end in a consonant before the final **y**, the **y** is replaced with **ies** to make their plural. For example,

baby – babies

family – families

In nouns that end in a vowel before the final **y**, **s** is added to make their plural. For example,

toy – toys

boy – boys

Some nouns do not follow any rules while forming their plural. For example,

woman – women

child – children

Some nouns do not change in their plural forms. For example,

sheep

luggage

### Now, form the plural of the following nouns.

- country – .....
- fox – .....
- mouse – .....
- news – .....
- butterfly – .....
- potato – .....
- mosquito – .....
- dress – .....



### Let's study grammar

Read these sentences taken from the story. Pay attention to the highlighted words.

- He **was standing** up and **roaring** in a terrible voice.
- And the lion in the water **was also shaking** his mane and **showing** his teeth.

The verbs **was standing** and (was) **roaring** and **was shaking** and (was) **showing** tell us about actions that were happening at a particular time in the past. These sentences are said to be in the **past continuous tense**. So, when we want to write a sentence in the past continuous tense, we use this structure:

Subject (I/He/She/It/You/We/They) + was/were + verb + ing

He + was + talking.      You + were + talking.      They + were + talking.

But, if we ask a question in the past continuous tense, then the structure is:

was/were + noun/pronoun + verb + ing

- Was Ramesh talking when the teacher was teaching?
- Were they playing in the park yesterday evening?

**Now, complete these sentences by using the past continuous tense form of the verbs given in the brackets.**

1. Rahul ..... (stand) under the mango tree yesterday.
2. We ..... (play) football at this time yesterday.
3. Mr and Mrs Singh ..... (eat) *golgappas* at the market last evening.
4. .... Yasmin ..... (sit) with you in class on Monday?
5. Heena and Jasmine ..... (laugh) so loudly that I could hear them in my room.
6. .... you ..... (go) home when you met your friend?



## Study skills

**Read these words from the story. They are arranged in the alphabetical order. All the words start with the letter 'l'. So we look at the second letter while arranging them.**

last – left – little

The words are arranged in this order because 'a' comes before 'e' and 'e' comes before 'i'.

In the same way, if the first two letters of some words are the same, then



we look at the third letters to arrange them in the alphabetical order.  
For example,

transport – trees – trunk

**Now, arrange each set of words given below in the correct alphabetical order.**

1. drum – dance – dear: .....
2. friend – fall – fear: .....
3. catch – car – came: .....
4. sip – sink – simple: .....
5. greed – grow – grain: .....



**Let's say it right**

**Say these words with long vowel sounds, aloud.**

**oa**

oak      oat      boat      coal      coat      foam      goat  
load      loaf      loan      road      roam      soak      soap  
toad      bloat      cloak      coach      float      toast      throat

**ow**

bow      row      low      mow      own      tow      blow      bowl  
crow      flow      glow      grow      know      show      slow      snow  
arrow      below      fellow      follow      hollow      pillow      window      yellow

**oe**

toe      foe      hoe      doe



**Let's learn to speak**

**Look at the picture given. Describe to your partner what is happening in the picture.**



These questions will help you:

- Who can you see in the picture?
- What are they doing?
- What else can you see in the picture?
- Do they seem to be having fun? How can you tell?
- Where are they?
- Who else is with them?



Let's learn to write

Now, on the basis of what you told your partner, write what you see in the picture.



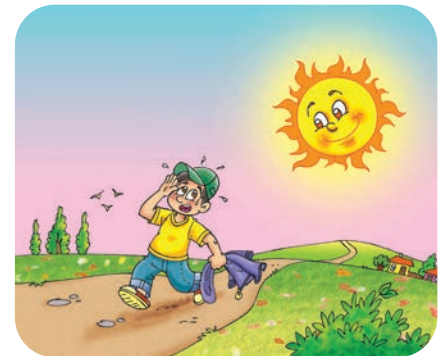
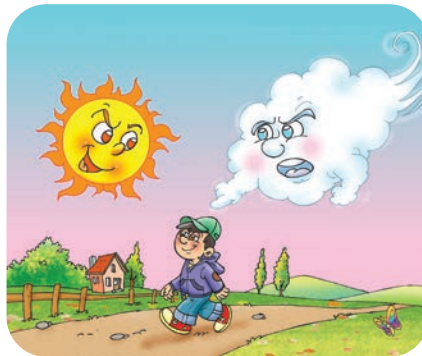
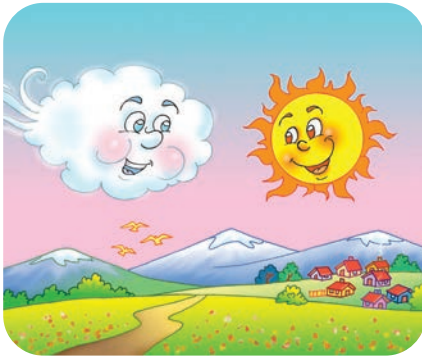
11

# The Wind

Let's start

Have you heard the story of the Sun and the Wind, in which they have a fight about who is stronger? Look at these pictures and try and guess the story.

(Answer given on page 96)



Words to Know

toss

blow

beast



Now, let's read what a child has to say to the wind.



I saw you **toss** the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

—Robert Louis Stevenson

About  
the poet

**Robert Louis Stevenson** (1850—1894) was a novelist and travel writer from Scotland, United Kingdom. His most well-known works are *Treasure Island*, *Kidnapped*, *Strange Case of Dr Jekyll and Mr Hyde*, and *A Child's Garden of Verses*.

toss: throw lightly





## Let's answer

### Answer these questions.

1. Draw the two things that the child in the poem can see the wind do. 



2. Write the things that the child can hear the wind do.

calls her

.....

.....

.....

.....



blows the whole day long

.....

.....

.....

.....

3. What does the child wonder about the wind?

a) .....

b) .....

c) .....

4. Write all the rhyming words in each stanza.

a) Stanza 1: .....

b) Stanza 2: .....

c) Stanza 3: .....



## 12

## The Clever Bull

Let's start

Do you know what a play is? A play is a story that is acted out by characters in different situations, usually on the stage of a theatre. If the story is long, it is broken up into long sections called 'Acts'. The Acts are made up of smaller units, or 'scenes'.

Now, let's read a play about a bull who lived in a cave in the forest.

## Characters

 Bull

 Lion

 Jackal

*Scene 1: In a forest with many birds and animals. A healthy bull is resting in front of his cave. Near the cave is a big pond and lush green grass. A hungry lion is watching him from behind a bush.*

**Lion** (to himself): Oh! Look at that fat bull...mmmm... I'm going to have a yummy meal tonight. (starts moving closer)

**Bull** (to himself): What is that noise I hear? (Looks around carefully and notices the lion. Looks towards the



**lush:** growing thick and strong

*cave and says loudly*) My dear wife, you don't need to cook today, after all. I see a lion coming this way. Let's kill him, and have a grand feast!

**Lion** *(to himself)*: Oh, my goodness! His wife must be very **ferocious**. They want to eat me up. I must save myself. *(turns around and runs for his life)*

*Scene 2: A jackal is sitting on a hillock and sees the lion running **breathlessly**.*

**Jackal**: Why are you running, Mr Lion? Whom do you fear, O king of the forest?

**Lion**: I'm running away from a bull and his wife. They were planning to kill me and eat me for dinner!

**Jackal**: Oh, come, come! The bull has made a fool out of you. Take me to that place. Together we can feast on the bull.

**Lion** *(looking **unsure**)*: Do you really think that's a good idea?

**Jackal**: Of course, it is!

**Lion** *(still looking **unsure**)*: But what if the bull and his wife attack us—what will we do then?

**Jackal**: Alright then! Tie your tail with mine and let me lead you to the bull's cave. In case the bull attacks, then I will be the one who will get caught first.

**Lion**: Okay, fine then. Let's go.

*Scene 3: So, the lion and the jackal tied their tails together and set off towards the bull's cave. The bull sees the lion coming with the jackal.*

**Bull** *(to himself)*: So, the lion is back and he has brought the jackal with him. I am sure that **cunning** jackal knows that I fooled the lion. Hmm, let me fool him again!

*(loudly)* O, Mr Jackal, I had asked you to bring me two lions but you have brought only one! How will I feed all my children?

**Lion** *(to himself)*: Oho! So, the jackal has fooled me! He brought me here so that he and the bull can kill me. I must run for my life.

*He starts running as fast as he can. But the jackal's tail is tied to his own and so the jackal is dragged along over stones and thorns.*

**ferocious**: very strong    **breathlessly**: with difficulty in breathing  
**unsure**: having doubts, not certain    **cunning**: very clever

**Jackal:** Ow, ow! Stop!  
Stop! Please stop! I am  
getting hurt.

**Lion:** I will not stop. You  
tricked me into coming  
here! I'm going to teach  
you a lesson that you'll  
never forget.

*And, in this way, the  
clever bull saved himself  
from his enemies. He lived  
a peaceful and happy life  
with his wife and children.*



—An Indian folk tale






**A. Write the correct number in each box to get the correct order in which the events in the play took place. The first one is done for you.**

- The clever bull pretends that they will eat the lion and tells his wife to cook lion meat for dinner.  2
- A lion spots a fat bull resting outside its cave and decides to eat it.
- The lion runs away as fast as he can and decides to teach the jackal a good lesson.
- The lion runs away in fear and meets a cunning jackal.
- The bull tells the jackal that he had asked him to bring two lions.
- The jackal returns to the bull's cave with the lion but with their tails tied together.



## B. Answer these questions.

1. Between the lion and the bull who was cleverer? Give a reason why you think so. 
2. Why did the jackal and the lion tie their tails together?
3. Do you think the jackal was good at heart? Give a reason to state why you think so. 
4. What made the lion run away from the bull in fear?
5. *'Oh, my goodness! His wife must be ferocious!'*
  - a) Whose wife was ferocious?
  - b) Why did the speaker think that she was ferocious?
  - c) What did the speaker do to save himself from the ferocious wife?
6. *'So, the jackal has fooled me!'*
  - a) Did the jackal fool the speaker or was it someone else? Who?
  - b) What did the speaker think the jackal had done?
  - c) What did the speaker do after he thought the jackal had fooled him? What happened to the jackal, then?
7. A lion is much stronger than a bull. Yet the bull managed to fool the lion. How did the bull succeed? What do you think is the message of this play? 



## Let's learn new words

There are two sets of blanks below. In one set, write down the words that mean the same as a 'forest'. In the second set, write down words that are often used to describe a forest. One of each is done for you.



dense	deep	trees	greenery
lush	jungle	sanctuary	tropical
beautiful	woodland	woods	mighty

1. Words that mean the same as 'forest':
  - a) jungle.....
  - b) .....
  - c) .....
  - d) .....
  - e) .....
2. Words that describe a forest:

- a) dense ..... b) ..... c) ..... d) .....  
 e) ..... f) ..... g) .....



## Let's study grammar

You know already that an **adjective** is a word that describes a noun.

Read these sentences.

- You have brought only **two** lions.
- There are around **one hundred and fifty** lions living in that forest.
- The forest has **many** trees.
- There was only **one** bull outside the cave.

In the sentences given above **two**, **one hundred and fifty**, **many** and **one** are all **adjectives**. They tell us 'how many' or 'how much'.

Adjectives that tell us 'how many' or 'how much' are **adjectives of quantity**.

### A. Read the sentences below and answer the questions.

- There is some sugar left in the container. *How much sugar is left?* some
- There are enough sandwiches for all of us. *How many sandwiches?*  
.....
- I see a million stars in the sky. *How many stars?* .....
- I read three novels during the summer vacation. *How many novels?*  
.....
- I have eaten the entire cake. *How much cake have I eaten?* .....
- They walked for almost five miles. *How many miles?* .....

### B. Fill in the blanks using adjectives of quantity from the box.



some      little      much      all      a few      most of

1. We don't have ..... time left.
2. I know very ..... information about the writer Charles Dickens.
3. I ate ..... ice cream today.



4. .... the students of Class 3 took part in the play.
5. There are ..... mangoes still left in the fridge.
6. .... the students voted for Garima for the monitor's post.



## Let's say it right

1. Listen and practise saying these words aloud. Notice the sound of 'u' in these words.



lush      bus      hungry      you      use      fuse

You will notice that the sound of 'u' is the same in the first three words. It is a **short sound**.

In the next three words, 'you', 'use' and 'fuse', the sound of 'u' is **long**.

2. Now, say these words aloud and then write them in the correct blank.



sun, mug, music, drum, unicorn, duck, unicycle, umbrella, blue, jump, truck, glue, bus, cute

Short u: .....

.....

Long u: .....

.....



## Let's learn to listen

Listen to a short story about an ant and his elephant friend. Then fill in the blanks to complete the story. Use the words given in the box.



play      father      scared      strict      ant  
hide      puffed      elephant      friends      did not like

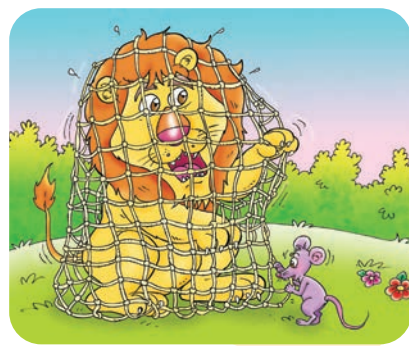
An (1) ..... and an (2) ..... were very good  
(3) ..... . They would often (4) ..... together.

But, the elephant's (5) ..... was very (6) ..... .  
He (7) ..... his son playing with the ant. One day, the father  
was coming towards them and the son got (8) ..... . But the  
brave ant (9) ..... his chest and told his friend to  
(10) ..... behind him!



## Let's learn to write

Look at the picture story given below carefully. Write the story based on the pictures that you see, in your notebooks.



13

# My Best Friend

Let's start

How much do you know about dogs? Say true or false against these statements to see how much you know about dogs.

(\*Answers are given at the bottom of the page.)

- A dog is as smart as a 2-year-old toddler.
- A dog does have a sense of time and misses owners when they're gone.
- A dog's sense of smell is 1,000 to million times better than a human being's.
- Dogs can hear four times as far as humans.
- A dog can smell its owner's feelings.



furry

couple

crate

moon pies

Answer: All are true!



Let us read a poem about a young child and his best friend.

Black and white

Thick and **furry**

Fast as the wind

Always in a hurry,

**Couple** of spots

Rub my ears

Always comes when his name he hears,

Loves his ball; it's his favourite thing

What's most fun for him? Everything!

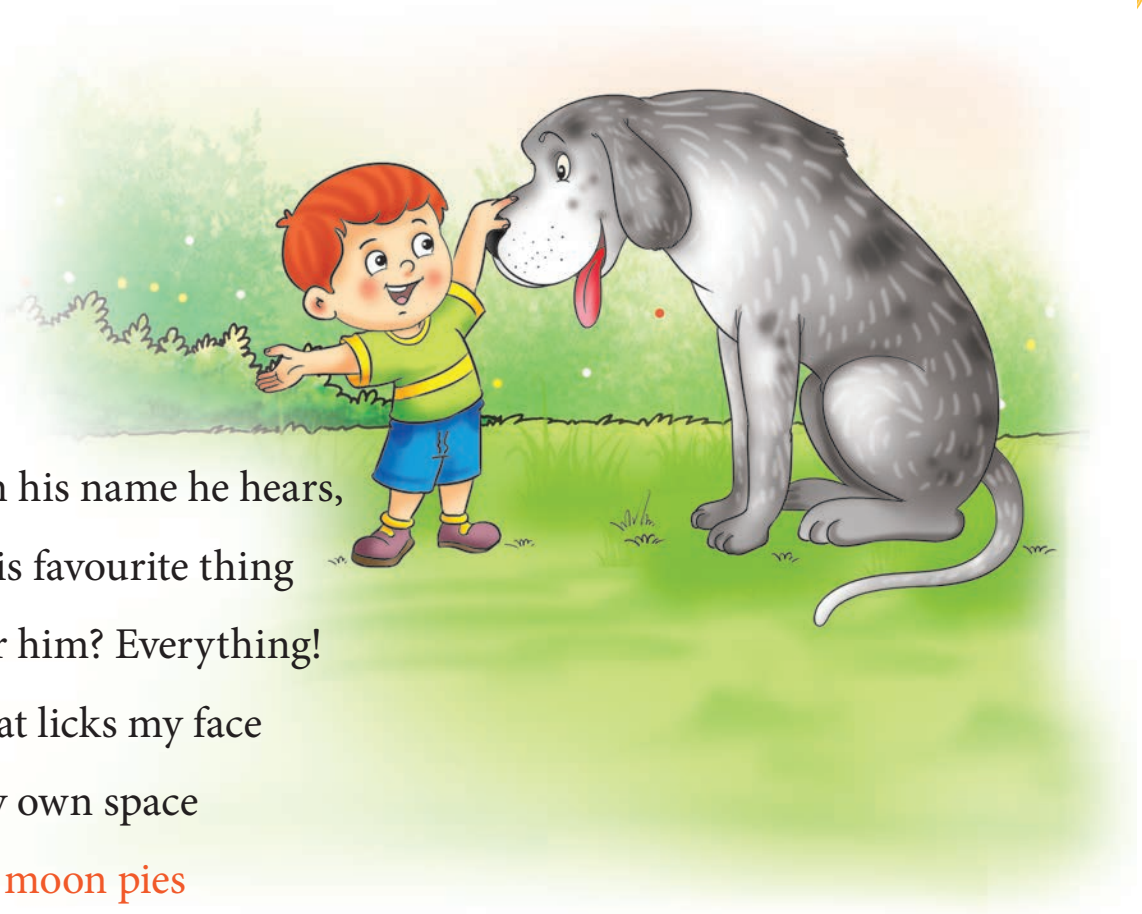
Great big tongue that licks my face

Has a **crate**, his very own space

Big brown eyes like **moon pies**

He's my friend till the very end!

—Abby Jenkins



Let's answer

### Answer these questions.

1. After reading the poem, can you guess who the poet's best friend is?
  - a) What is its favourite toy?
  - b) Describe the poet's best friend.
  - c) Whenever the poet calls his friend, it comes running. The poet says it moves as fast as the ..... . The poet says that his friend's eyes are like .....
2. Where does the poet's best friend sleep?

**furry:** covered with fur or hair    **couple:** two/a pair/a few  
**crate:** a large container or cage meant for dogs    **moon pies:**



3. 'He's my friend till the very end.'

- a) Why does the poet say that he will remain a friend till the very end?
- b) What quality does the friend have that makes this possible?

- 4. What are the things that the poet's friend does when he calls its name?
- 5. Pick out three lines from the poem that tells us how the poet's friend shows its love for the poet.



### Let's enjoy the poem

#### Answer these questions.

- 1. Read the poem again and pick all the rhyming words.
- 2. Complete this short poem with the words given in the help box.



treasure      care      ever      twinkles      ocean

A friend is like a star that .....  
and glows

Or maybe like the ..... that  
gently flows.

A friend is like gold that you should

.....

And take ..... of forever and

.....



# 14

## An Adventure on the Beach

Let's start

Many animals, who once roamed the earth like us, are now dying. Many of them are already gone, like the dinosaurs. They have become **extinct**—which means that we don't see them anymore. Many other animals and plants are being destroyed. They have become **endangered**, which means they are in danger of being wiped out forever. **VB** **LS** **CC**

Can you match the names of these endangered animals to their pictures?

*\*(Answers are given at the bottom of the page.)*



1.



2.



3.



4.

- a) Red Panda    b) snow leopard    c) Bengal tiger    d) one-horned rhino

**Words to Know**




extinct                      endangered                      exciting                      terrible                      journey  
 patiently                      beach                      rewarded                      clumsily                      scuttling  
 olive ridley turtles

**extinct:** something that is no longer alive    **endangered:** in danger

Answers: 1 (c) 2 (d) 3 (a) 4 (b)



 Now, let's read a picture story about a boy who goes to a beach to watch baby **olive ridley turtles**. The olive ridley turtles are also becoming extinct. This means they are an endangered species.



Tell me, Nabin, what do you know about these turtles?

Hundreds of eggs hatch together and the baby turtles start their journey towards the ocean at once!

Nabin lived in a small town called Ganjam in the state of Odisha. He had always wanted to see the famous olive ridley turtles who build their nests on Rushikulya Beach.

One day, his father told him that it was time for the turtle eggs to hatch. They were going to the Rushikulya beach, around midnight.



Nabin you have to be very quiet at the beach and respect the baby turtles.

Of course, Papa. I'll take care to be quiet.

**olive ridley turtles:** the second smallest and most in number of all sea turtles; they get their name from the colour of the shell which is olive green in colour



We'll take a small blanket, two torches and drinking water.

Yes. Papa! I promise not to make noise.

A little after midnight, Nabin's father told him to get up and prepare for the trip to the beach.

They reached the beach when dawn was still an hour away. So, it was still quite dark.



Now, remember what I told you about keeping quiet.

Yes, yes, I do remember, Papa!

They waited **patiently** and soon, they were rewarded. They saw a tiny baby turtle moving slowly and **clumsily**. More and more baby turtles appeared, all of them **scuttling** towards the water as if pulled by a magnet.



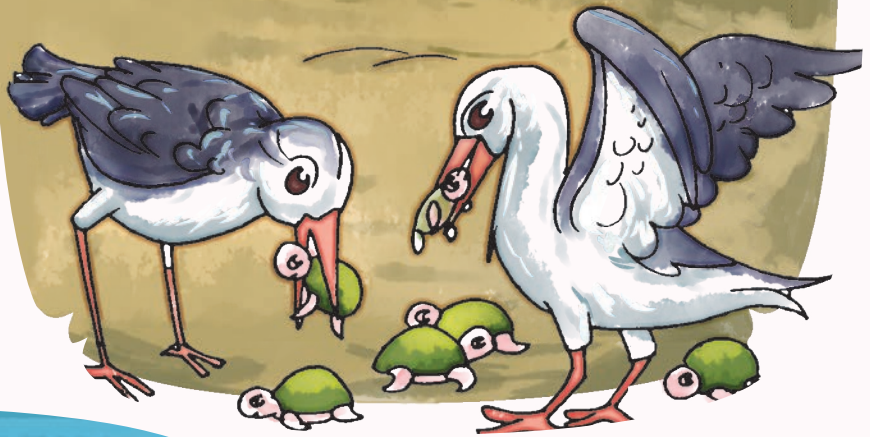
All of a sudden, something **terrible** happened.

**patiently**: able to wait for a long time without becoming angry    **clumsily**: in a strange or funny way  
**scuttling**: running with quick short steps    **terrible**: something that makes you feel very unhappy, upset or frightened

That's the way nature works, Nabin. The baby turtles have to look out for themselves.

How sad!

Nabin thought that the mama turtles would come and shoo the birds away. But no one came to save the babies.



Many babies are eaten by other animals, both on land as well as in the sea. But the ones that **survive**, live a long life.

Nabin was very happy to see the first batch of turtles reach the water and swim away. Many of the baby turtles died, but most of them were able to make it to the sea—their home.



Oh, Papa. I'm so glad I have Mummy and you to look after me. Thank you for everything!

Nabin looked at his father lovingly...





It is our duty to look after you, son. You are a good boy and we love you a lot.

### Let's answer

#### A. Number the following sentences, based on the happenings of the story, in the order in which they took place.

- ..... Nabin was sad to see the baby turtles being attacked by the seagulls.
- ..... Nabin realised that even though the birds ate many turtles, many of them still managed to reach the sea and swim to safety.
- ..... Nabin went to Rushikulya beach to see the olive ridley turtle eggs hatch.
- ..... Nabin's father explained to him that nature's ways were sometimes strange and hard to believe.
- ..... They reached there just before dawn and waited for the eggs to hatch.

## B. Answer the following.

1. Why did Nabin visit Rushikulya Beach?
2. At what time did Nabin and his father reach Rushikulya Beach? Why did they choose that time?
3. Why did Nabin think or expect that the baby turtles would be saved?
4. Why did Nabin thank his parents? 
5. After his visit to Rushikulya Beach, Nabin learned two very important things. What were they? (*Hint: olive ridley turtles and Nature's ways; his own family*)
6. Many plants and animals have become extinct or are in danger because of the actions of human beings. What do you think we should do? Give at least two suggestions.   



## Let's learn new words

### A. Read these pairs of words taken from the lesson, aloud. Pay attention to their sounds.



see – sea

their – there

shoo – shoe

What did you notice? Does each pair of words have the same pronunciation? Do they have the same spelling? Do they have the same meaning?

Your answers would be: yes, no, no.



Such words that have the same pronunciation but different meanings and spellings are called **homophones**.

### B. Now, think of a homophone for each of these words.

1. be – .....
2. weak – .....
3. meet – .....
4. blew – .....
5. peace – .....
6. right – .....
7. dear – .....
8. ate – .....





# Let's study grammar

Look at the position of the dog in each picture and write the correct word in the box.



under  
beside

between  
above

near  
on

in  
in front of

behind

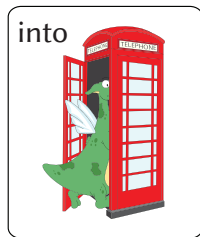
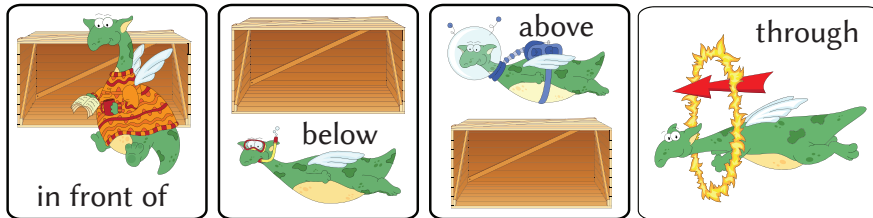


All the words that you filled in tell us about the position of the dog (noun) with the kennel.

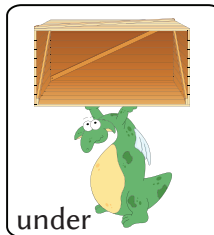
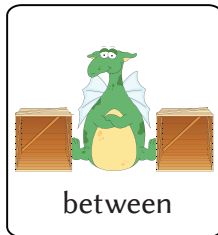
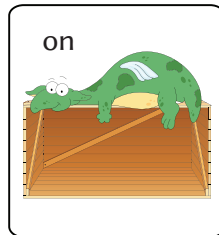
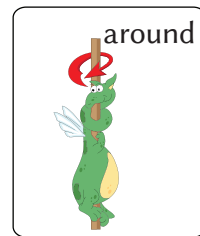


A **preposition** is a word that tells us about the position of a noun. Words like **on**, **in**, **beside**, **above**, **behind**, **under** are **prepositions**.

Find the prepositions **through**, **on**, **out of**, **into**, **over**, **around**, **in front of**, **below**, **above**, **between** and **under** in this word search.



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



## Study skills

Choose the correct spelling and write it in the blank.

1. accross/across .....
2. alrite/alright .....
3. allmost/almost .....
4. already/allready .....
5. believe/beleive .....
6. beginning/begginig .....
7. calender/calendar .....
8. dinning room/dining room .....



## Let's learn to speak

Imagine you are one of the olive ridley baby turtles who has survived the race to the ocean. You have met your mother in the water. Narrate your experience to her.   

You could talk about:

- what happened immediately after you came out of the egg
- what you saw around you
- how many other babies you saw around you
- what time of the day it was
- who came down from the sky
- what the creatures wanted to do
- how you escaped



## Let's say it right

Say these words with long vowel sounds, aloud.

ew

dew	few	mew	new	blew	chew
crew	drew	flew	grew	knew	news
threw	jewel				

oo

too	pool	room	moon	soon	food
mood	proof	bloom	school	smooth	tooth
igloo	gloomy	goose	noodle	loose	spook

ue

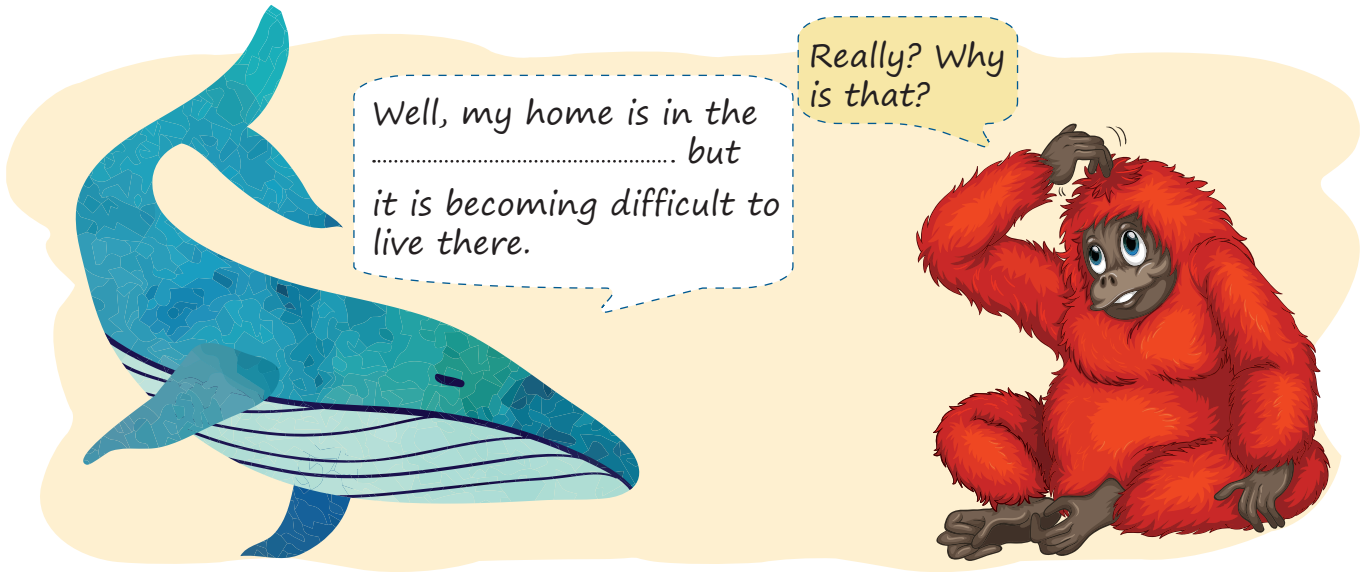
due	glue	clue	blue
-----	------	------	------



# Let's learn to write

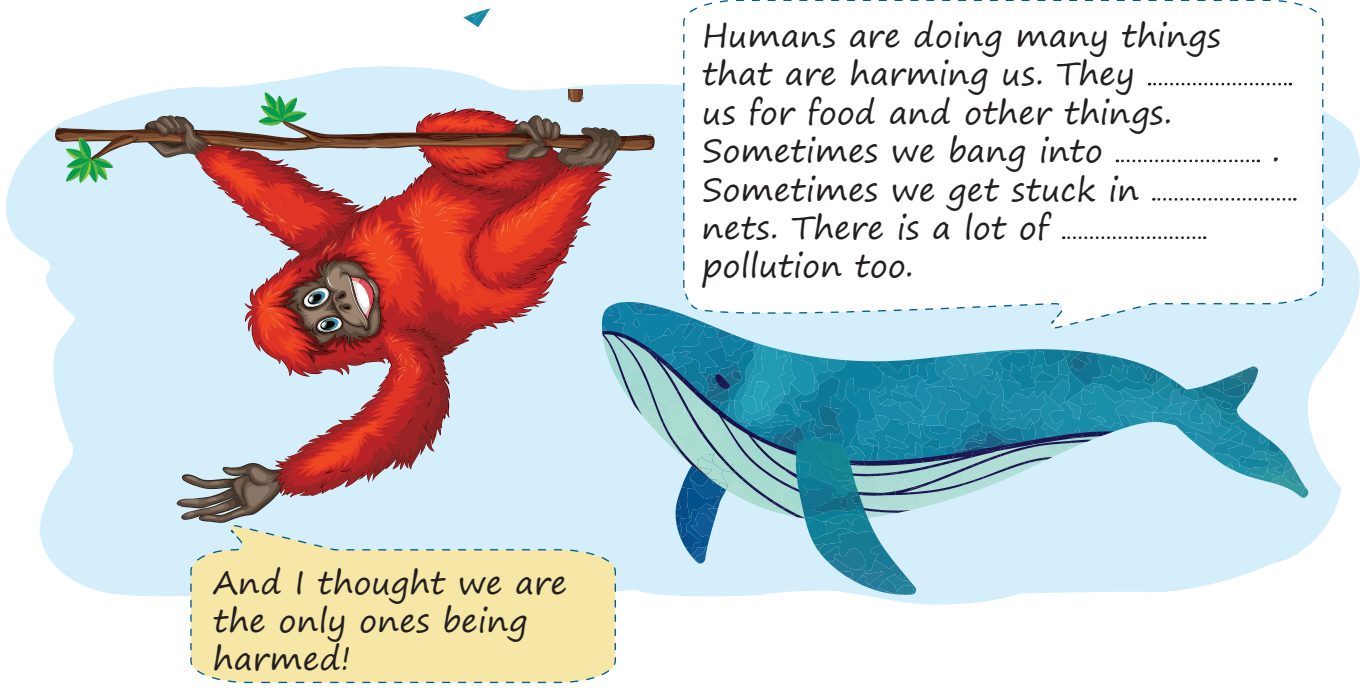
An orangutan and a whale are having a conversation. Both are endangered. They are telling each other the reasons why they are endangered. Complete the conversation. In the two boxes given at the end of the question are the reasons that you can use for the conversation. **LS CC VB**





Well, my home is in the ..... but  
it is becoming difficult to  
live there.

Really? Why  
is that?



Humans are doing many things  
that are harming us. They .....  
us for food and other things.  
Sometimes we bang into .....  
Sometimes we get stuck in .....  
nets. There is a lot of .....  
pollution too.

And I thought we are  
the only ones being  
harmed!



People are cutting down ..... and building their homes. They ..... us too, to eat our meat. Sometimes our home gets burnt due to .....

Oh dear! We need help. People have to do something so that we can survive.



### Reasons for orangutans becoming endangered

Orangutans live in forests or rainforests. Human beings are cutting down forests to make homes, build roads and for farming. So their homes, the forests, are becoming less and less. Sometimes orangutans are hunted by people for their meat. At times, fires in the forests also destroy their homes.

### Reasons for whales becoming endangered

Whales live in the seas and oceans. They are disappearing fast because sometimes they get caught in fishing nets. Many people hunt them for their flesh and other things like oil, and so on. At times, when they are moving from one area to another, they come in the way of ships and big tankers. They get hurt. Other reasons are noise pollution and plastic waste that people throw in the water.



### Activity

Now, with your partner, pretend you are two other endangered animals. Make up a similar conversation. 



# Listening Texts

## 2 The New Girl

### New Girl

Have you seen the new girl?

First-day -at-our-school girl

Not-sure-what-to-do girl

No-partner-in-the-queue girl

Mouth-stuck-down-like-glue girl

Looking-a-little-blue girl

Needs-a-friend-or-two girl

So what you going to do girl?

## 5 Ellie Makes New Friends

When I cry

My friend looks at my eye

And tells me everything is all right.

Even when we fight

My friend doesn't count my mistakes

He knows errors are what a person often makes.

One thing I know will always be true

Friends forever me and you.

## 6 The Donkey in the Well

One summer day, a fox was walking alone in the forest. He was not paying attention to where he was going and suddenly fell into a well. Unable to get out, he waited for help. A goat was passing by and saw the fox. The goat asked, 'Dear fox, what are you doing in the well?'

The cunning fox replied, 'There is a lot of water in this well, and I am enjoying myself. Why don't you join me?' The foolish goat believed the fox's words and jumped into the well. The fox swiftly jumped on the goat and used its horns to reach the top. The goat was left alone in the well.

## 9 Up World Down World

Once upon a time, a clever monkey lived on an orange tree. He was friends with a foolish crocodile that lived in the river. The monkey shared the fruits of the tree with the crocodile every day. The crocodile's wife came to know about this friendship. She asked the crocodile to bring the monkey's heart, which could be sweeter than the fruits of the tree. Her husband agreed and they invited the monkey for dinner and planned to eat his heart. The crocodile gave a ride to the monkey on its back to cross the river.

On their way, the foolish crocodile told the monkey about his wife's plan to taste his heart. The monkey quickly understood and said: 'Oh, but I forgot my heart at home. Take me back so we can get it.' As soon as they reached the river bank, the monkey jumped off the crocodile's back and saved himself.

## 12 The Clever Bull

An ant and an elephant were very good friends and would play together whenever they had the chance. But the elephant's father was very strict and he did not like his son playing with his friend the ant when he should be playing with the other elephants in the herd.

The little elephant was very scared of his father and did not like it when he was angry. But the ant was very brave and was not scared of his friend's old father.

One day, the two friends were playing a game when they heard the angry father approaching. The ground shook and the trees swayed from side to side.

'Oh no, it is my father!' cried the young elephant with a scared look upon his face. 'What can I do?'

The little ant puffed out his chest and stood to his full height. 'Don't worry, my friend, you can hide behind me and your father will not find you!'

## Lesson 11, page 70

**Answer to Let's start:** Once, the sun and the wind had an argument. The sun said it was stronger than the wind, and the wind said that it was stronger than the sun. Just then, they saw a traveller coming. They decided that whoever could make the man take off his jacket, would be the winner. The wind blew hard, but it could not make the traveller take off his jacket. Then the sun started shining brightly. It became very hot. Soon, it was so hot that the traveller took off his jacket. So, the wind had to agree in the end that the sun was stronger.