



5

INTERACTIVE
ENGLISH





Interactive English

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Former ELT Professor, NCERT



HOLY FAITH INTERNATIONAL (P) LTD.

Interactive English

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Preface

The **Hummingbird** series of Primary Books from I to V are based on National Curriculum Framework (NCF) 2005 and the new Syllabi for classes at the Elementary Level.

In the guidelines some of the objectives of teaching the different subjects at primary stage are:

- to train children to locate and comprehend relationships between the natural, social and cultural environment;
- to nurture the curiosity and creativity of the child particularly in relation to the natural environment;
- to develop an awareness about environmental issues;
- to engage the child in exploratory and hands-on activities.

The Hummingbird series focuses on themes that allow for a connected and interrelated understanding to develop and trigger the child's thinking in new directions. They connect knowledge to the child's life outside the classroom and also provide an overall development of children.

The series comprises of textbooks on:

MATHEMATICS Children need to develop a positive attitude towards and a liking for Mathematics at the primary stage, along with the cognitive skills and concepts that they acquire. The content includes Mathematical games, puzzles and stories that help in making connections between Mathematics and everyday thinking.

ENGLISH An integrated approach to the teaching of language is of particular relevance at the primary level. The books address different skills of language, namely listening, speaking, reading and writing, which focus on across-the-curriculum approach through a variety of genres – poems, stories, role-plays and dramas to develop the language skills creatively.

SCIENCE Science education should develop competence and encourage inventiveness and creativity. The textbooks incorporate activities, observations, experimentation and encourage an active approach to science, connecting it to the world around the child, rather than information based learning.

SOCIAL SCIENCE The textbooks provide the social, cultural and analytical skills required to adjust to an increasingly interdependent world. The focus of the books is on a conceptual understanding rather than lining up facts to be memorized.

ENVIRONMENTAL STUDIES Environmental Studies is a subject dealing with Man's relation to his whole environment, viz. his surroundings, his home, his neighbourhood, his city or town, extending ever outward. The books contextualize the relevance of the subject and bring it to life.

The textbooks present the subjects in a clear, concise, logical and chronological manner. It is expected that this new series will inspire the children to analyse, demonstrate and transform their world view.

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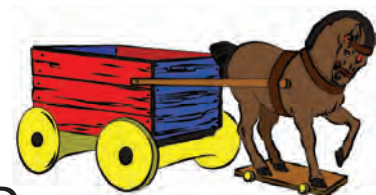
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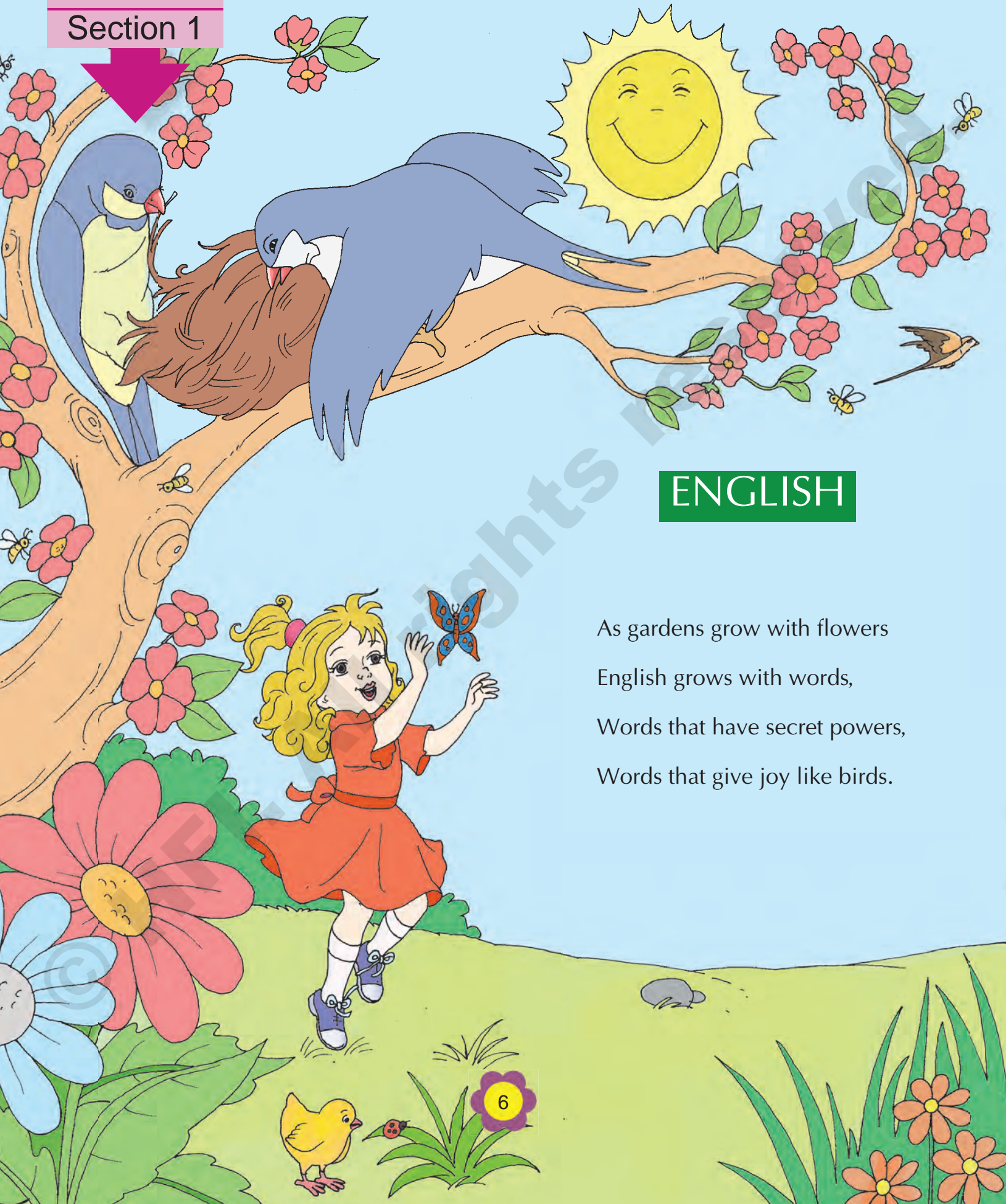
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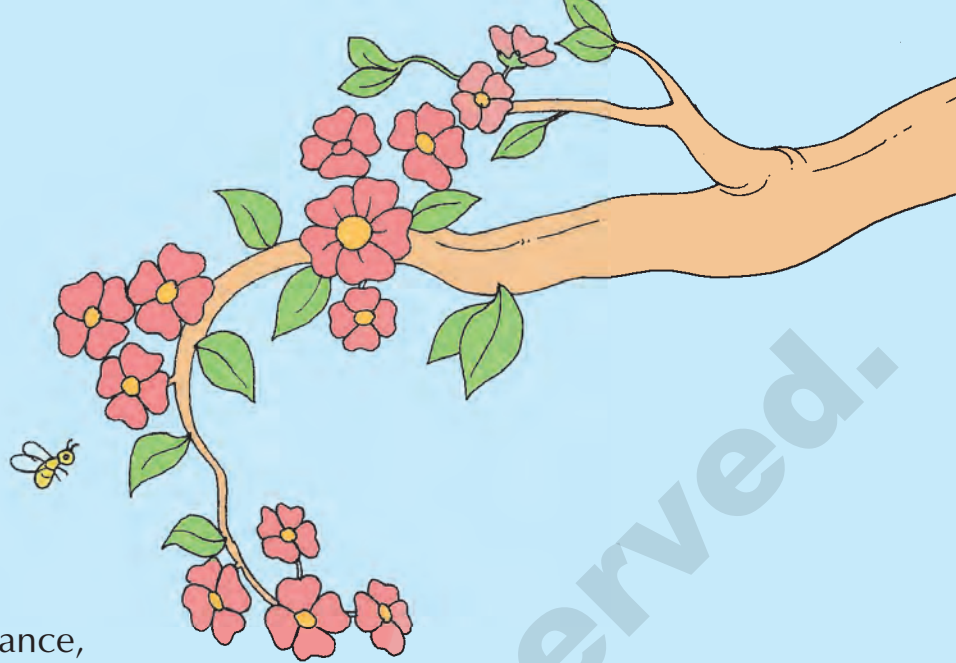
Unit-I
Section 1



ENGLISH

As gardens grow with flowers
English grows with words,
Words that have secret powers,
Words that give joy like birds.

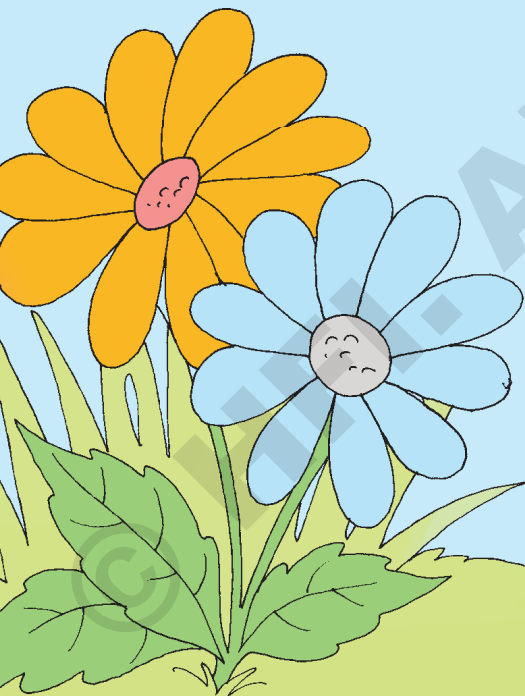
Some of the words you say,
Both in and out of school,
Are brighter than the day,
And deeper than a pool.



Some words there are that dance,
Some words there are that sigh,
The fool's words come by chance,
The poet's to heaven fly.

When you are grown, your tongue
Should give the joys of birds;
Get while you are young
The gift of English words.

Eleanor Farjeon



NEW PHRASES

joy like birds in and out
brighter than the day deeper than a pool
come by chance joys of birds



LEARNING FOR FUN

A. Listen to the following phrases:

to dance with joy

to jump for joy

Can you make your voice sound joyful?

B. Give two phrases using the word 'bright'.

C. Some words are used for comparison by using the words '*like*' and '*as*'.

Example: He fights *like* a lion.

Her eyes twinkle *like* stars.

He is *as* strong *as* iron.

D. Make two sentences using *like* and *as*.

1. _____.

2. _____.

E. Tick (✓) the correct answers.

MULTIPLE-CHOICE QUESTIONS

1. As the gardens grow with flowers, English grows with

(a) words

(b) powers

(c) chances

(d) joys



2. What do English words have?
(a) joys (b) secret powers
(c) heaven (d) flowers
3. What is brighter than the day?
(a) words that are spoken in school
(b) words that are spoken at home
(c) words that are spoken in and out of school
(d) none of these
4. Whose words come by chance?
(a) the fool's words
(b) the intelligent person's words
(c) the clever person's words
(d) the selfish person's words
5. What will your tongue give when you grow up?
(a) secret powers (b) joys of birds
(c) joys of nature (d) none of these
6. What can you get as a gift when you are young?
(a) the gift of nature (b) the gift of birds
(c) the gift of English words (d) the gift of flowers

B. Fill in the blanks.

1. Words give us joy like_____.
2. Words are _____ than a pool.
3. The poet's words to heaven _____.
4. Our _____ should give the joys of birds.
5. Get while you are _____ the _____ of English words.

THE OLD WOMAN WHO LIVED IN A BOTTLE



Once there was an old woman who lived in a bottle. She had a cat, a table and a chair as companions.

There were cups and saucers on the table from which she drank tea after tea. She also gave the cat a cup of milk everyday.

One day the old woman was very sad. Her cat was very sad too.

Just then a fairy came. She had a magic wand.

"Why are you unhappy?" asked the fairy.

"I don't want to live in a bottle", said the old woman.

"I want to live in a house where I can eat also".

The fairy said, "Stand up, shut your eyes, turn around three times and move to your right and open your eyes".

So the old woman stood up, closed her eyes, moved right, turned around three times and opened her eyes.

Very soon she found herself in a beautiful house. It had a garden, a chimney, a roof, two windows and a door. The old woman was very happy. The cat was very happy too.

But soon the old woman was very unhappy again.

The fairy came again.

"What's the matter now?" asked the fairy.

"I don't want to live in a house", said the old woman.

"I want to live in a castle where I can eat and sleep on a nice bed".



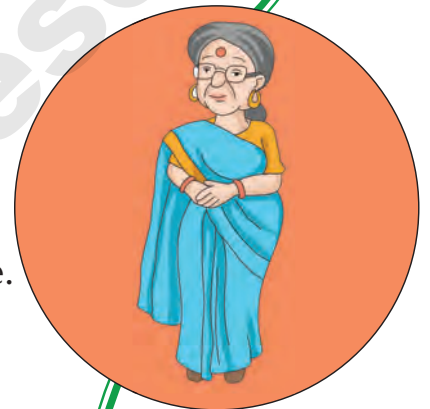
The fairy said, "Stand up, close your eyes, turn around three times and move round, then hop out of the house and open your eyes". So the old woman stood up, closed her eyes, turned around three times hopped out of the house and opened her eyes.



Now she was in a big castle. It had a tall tower with a flag on the top. There were many rooms and windows. The old woman and the cat were very happy to drink, eat and sleep.

But soon the old woman was very upset again.

Suddenly, the fairy came again. "What's the matter now?" asked the fairy. "I don't want to live in a castle", said the old woman. "I want to live in a palace where I can enjoy a luxurious life. There will be many servants to serve me.



The fairy said, "Stand up, close your eyes, turn around three times and move round, then hop out and open your eyes". So the old woman stood up, closed her eyes, turned around three times hopped out and opened her eyes.

But the old woman was not in a palace. She was not in a castle. She was not in a house.

She was in her very own bottle again. The old woman was very, very sad. She called out to the fairy but the fairy did not come again.

Why do you think the fairy didn't return?





UNDERSTANDING THE STORY

A. Answer the questions.

1. Who lived with the old woman?
2. Why was the old woman sad?
3. What did the fairy tell the old woman?
4. Was the old woman happy in the castle?
5. In how many places did the old woman live? Name them.

B. Fill in the blanks.

1. There were _____ and _____ on the table.
2. The fairy had a magic _____.
3. The house had a _____, a chimney, a roof, two windows and a _____.
4. There were many rooms and windows in the _____.

C. Let's Know

Present

is/am/are

have/has

Past

was/were

had

Example: He **was** a teacher.

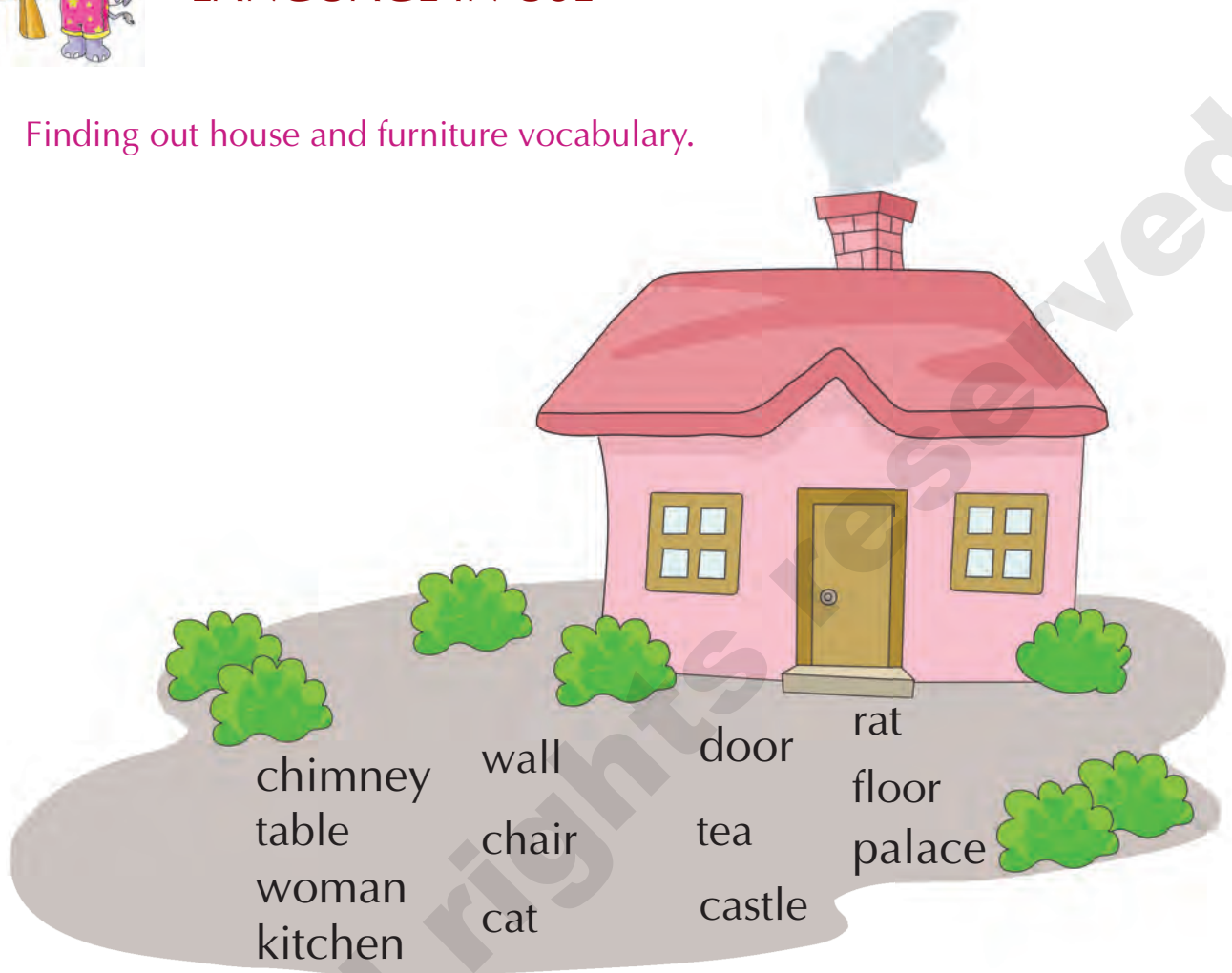
We **had** gone for the picnic.

They **were** playing football.



LANGUAGE IN USE

A. Finding out house and furniture vocabulary.



chimney wall door rat
table chair tea floor
woman cat castle
kitchen

Find the above words in word maze.

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

Past Tense

B. We use the past tense to describe a past action. For example: It rained heavily last night.

1. Look at the pictures and write sentences.



The houses were _____.

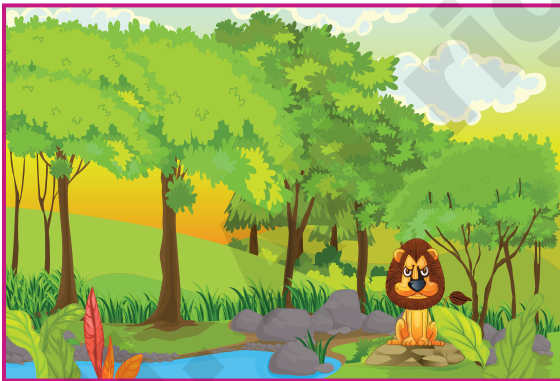
_____.



The story was about _____.

_____.

2. We also use the past tense to tell stories. For example: Once there lived a lion in the jungle.



He was _____.

_____.

3. To make the past tense we usually add 'ed' to the verb.

Example: rain – rained

live – lived

4. Tick (✓) the correct verb.

(a) I _____ out the candles. (blew/blow)

- (b) I _____ a picture. (drew/draw)
- (c) He _____ me a lesson. (teach/taught)
- (d) My mother _____ me a new skirt. (buy/bought)
- (e) I _____ my homework yesterday. (do/did)



STUDY SKILLS

A. Look at the two pictures.



The old woman in a bottle



The old woman in an armchair

B. What do you see in these pictures? Write five things you see in picture.

1

2

C. Two stories have got mixed up. Sort them out and write them in the appropriate boxes.

- There are two cups on the table.
- She is knitting a sweater.
- She is upset and the kitten is also upset.
- There is some yarn in the basket.
- It's a Summer scene.
- The kitten is playing with the yarn.
- There is an old woman and a kitten in a bottle.
- The old woman is sitting comfortably in an armchair.
- It's a Winter scene.
- She is sitting on a chair.
- She is wearing a woollen gown.
- The old woman is wearing a saree.



The old woman in a bottle



The old woman in an armchair



NEIGHBOURS

Sometimes my brother lets me look
In his Geography;
The lands are painted rainbow bright,
The blue is for the sea;
And in each foreign country there are
Children just like me.

Of course their clothes are not like mine;
Their hair is different, too;
At dinnertime they never eat
The kind of food I do;
And playtime here is bedtime there.
(My brother says it's true.)

But they are happy just the same
'Cause each one has a mother,
And I suppose they mostly have
A sister and a brother;
I think it would be lots of fun
If we could know each other.

Three stanzas from a poem

By Helen Wing





LEARNING FOR FUN

A. Answer the questions.

1. Do you think “it would be lots of fun” to visit children in other places?
2. Can you choose a place to visit? What would you like to know about it and why? Make a list of questions in your notebook.

B. Look at the expressions. Say which of them are correct. Discuss with your partner and tick (✓) the correct ones. One has been done for you.

- | | |
|---|-------------------------------------|
| (a) The Sun is brighter than the rainbow. | <input checked="" type="checkbox"/> |
| (b) Geography is about studying land and maps. | <input type="checkbox"/> |
| (c) Foreign countries are very near. | <input type="checkbox"/> |
| (d) We take lunch during night. | <input type="checkbox"/> |
| (e) Some people have black hair and some have golden. | <input type="checkbox"/> |
| (f) It is easy to reach the moon. | <input type="checkbox"/> |
| (g) Breakfast should be healthy. | <input type="checkbox"/> |

C. Do you travel to other countries/cities? If yes, then discuss and share which places you have visited. Also, write the language of that state/country along with the place.



STUDY SKILLS

A. Making an information card.

Dear friend,

My name is Ram Anand. I am 10 years old. I am from New Delhi. I speak Hindi and English. I have a sister and a brother. My hobby is playing football.

I love to play the guitar as well. I like Mathematics at school. My favourite movie is ‘I am Kalam’. Tell me what all you like?

Please write to me about yourself.

B. Write an information card in your notebook. Refer this brief information to make a card.

Name: Amit Singh
First Name: Amit
Last Name: Singh
Age: 12 years
From: Jaipur
Languages: Hindi and English
Hobbies: Cricket, dancing
Favourite Subject: Science
Favourite Movie: Avatar
Brother/Sister: Two sisters

C. Do you know how many countries there are in the world? Write the names of five countries in your notebook.

D. Ask your classmates where they come from. Write about them using the information in the box.

Name	Country/state
Age	Height/weight
Hair colour	Language
Food habits	Hobbies

E. Pair work

Work in pairs. Ask and converse with your partner/friend about the places you have visited or would like to visit.

For example:

- a. I went to Rajasthan last month. It is a beautiful place.
- b. I want to go to Kerala. I have heard that it is as beautiful as Switzerland.



THE PEOPLE IN THE PLAY:

IVAN, a beggar WORKMAN
RICH MAN FORTUNE
POOR MAN

SCENE 1

A Street in a Russian Town

It is a cold day and Ivan is sitting on a doorstep. He is shivering and rubbing his hands. He gets up as the Rich Man is seen approaching.

Ivan: What a *miserable* day! It is as cold and wretched as I am.

[The Rich Man enters. He looks away from Ivan, who approaches him.]

Ivan: Can you spare anything, Sir, for a poor beggar?

Rich Man (crossly): No. Why don't you get some work?

[He moves away but Ivan follows him.]

Ivan: No one will give me any work. Will you give me some work, kind Sir?

Rich Man: Certainly not! I don't expect you've ever done any work in your life. Lazy fellows like you don't work. It's much easier to beg. Get away!

[He pushes Ivan to one side and goes out.]

Ivan (says aside): I don't want to work, eh? It would be a rest to have some regular work. If he had to beg, he would know how hard it is to make a living.

[He looks up eagerly]

Ivan: Here is a poor man. He may be more *charitable*.

[The Poor Man enters.]



Poor Man: Good day, brother. You look cold. Not the kind of weather for the poor, like ourselves, is it?

Ivan: You are not in rags, Sir. Could you help...?

Poor Man: No, it's all I can do to help myself. Take care of your clothes, my friend. Then, they will not wear out so quickly.

[He hurries out]

Ivan: My clothes are worn out when I get them. I wish I had some new clothes for a change. I'd look after them. They say that the poor help the poor, but not in this town. Take care of my clothes, indeed!

[The Workman comes in.]

Workman: What? Ivan, you look sad!

Ivan: How can I look happy when I have nothing in the world?

Workman: Riches do not bring happiness. I am not a rich man, but I am happy.

Ivan: I would be happy if I had riches.

Workman: No, you would not. You would not know when to stop.

Ivan: Oh! Yes, I should. I'm not like that.

Workman: They all say that, but not one of them follows his own advice.

Ivan: Surely, there is one sensible fellow in the world!

Workman: I have never heard of one. Think, how many wealthy merchants have been ruined because they tried to make more and more money and then lost everything.

Ivan: Advice! Advice! That's all I ever get from everyone!

Workman: Here you are. There's a loaf of bread for you.

Ivan: Thank you, friend. If only there were more like you.

Workman: I must be on my way to work . . .

Lucky to have some work to do, I suppose.

[He goes out and Ivan



returns to his doorstep and starts eating his bread. Fortune comes in. She is an old woman with a serious but kind face. Ivan does not notice her until she speaks.]

Fortune: Ivan!

[He gets up, startled.]

Ivan: Good gracious! I thought I was the only one in the street!

Fortune: I have been here all the time.

Ivan: I have never seen you.

Fortune: No, I do not often let people see me. When I appear to someone it is a lucky day for him.

Ivan: Then I am glad to see you, Madam. I need some luck.

Fortune: Yes, you do. That is why I am here. I hope you will use it well. Have you a purse, Ivan?

Ivan: Yes. Here it is.

[He holds it out hopefully to her.]

Fortune: It is very worn. Will it hold many coins?

Ivan : Oh Yes! It will. See, how wide it is.

[He stretches it as wide as he can.]

Fortune: Yes, I can see that, but will it split? I am Fortune. I can fill it to the brim with golden coins. How would you like that?

Ivan: Fortune at last! Oh, fill it to the very top!

Fortune: I must warn you, Ivan. If you ask for too much money, the purse will split. If **one** coin falls to the ground all the money will vanish. It will be dust and I shall never help you again.

Ivan (now very excited): We waste time! The gold! The gold!

Fortune: Here you are.

[She holds her hands over the purse.]

Fortune: Be careful. Do not ask for too much.

Ivan: Go on! Go on! Gold for the asking! How I have waited for this day!

Fortune: I warn you, Ivan, your purse is old and thin.

Ivan: More! More!

Fortune: Stop now, Ivan. You have had enough!

Ivan: No! I must have more. Go on!



Fortune: You are as greedy as all the rest. See, the purse is giving away.

[The purse splits and the coins fall to the ground. Ivan tries to catch them. He grovels on the ground, but his fingers find nothing.]

Ivan: My money! It has gone. Fortune, help me to find it!

Fortune: I can help you no longer. If you had been wise, I should have helped you all your life. But you did not know when to stop. I must leave you forever.

[She goes out sadly.]

Ivan: Gone! And the money with her. Foolish creature that I am! I am as bad as all the rest.

[The Rich Man comes back. Ivan approaches him.]

Ivan: Help a poor man, sir?

Rich Man: You must learn to help yourself.

[He goes out.]

Ivan: It serves me right. I had no sense when Fortune came to me. I do not deserve to be rich.

Adapted from a Russian Fable by Alice M. Baxter



NEW WORDS

eagerly brim startled gracious



UNDERSTANDING THE STORY

A. Answer the questions.

1. Why does Ivan go to the Rich Man?
2. What does the Rich Man say to Ivan?
3. Does Ivan follow the advice of the rich man?
4. Where and to whom does Ivan go next?
5. What does the Workman give to Ivan?
6. Where does Ivan meet Fortune and what does he get from her?
7. What warning does Fortune give to Ivan before bestowing gold?
8. Does Ivan get rich in the end? If not, why?



LANGUAGE IN USE

Punctuation Marks

Punctuation marks are important to use both in written and verbal English.

In written English, punctuation symbols are used to express the intended meaning of the sentence. However, punctuation marks used in spoken English help to indicate the pauses and intonations.

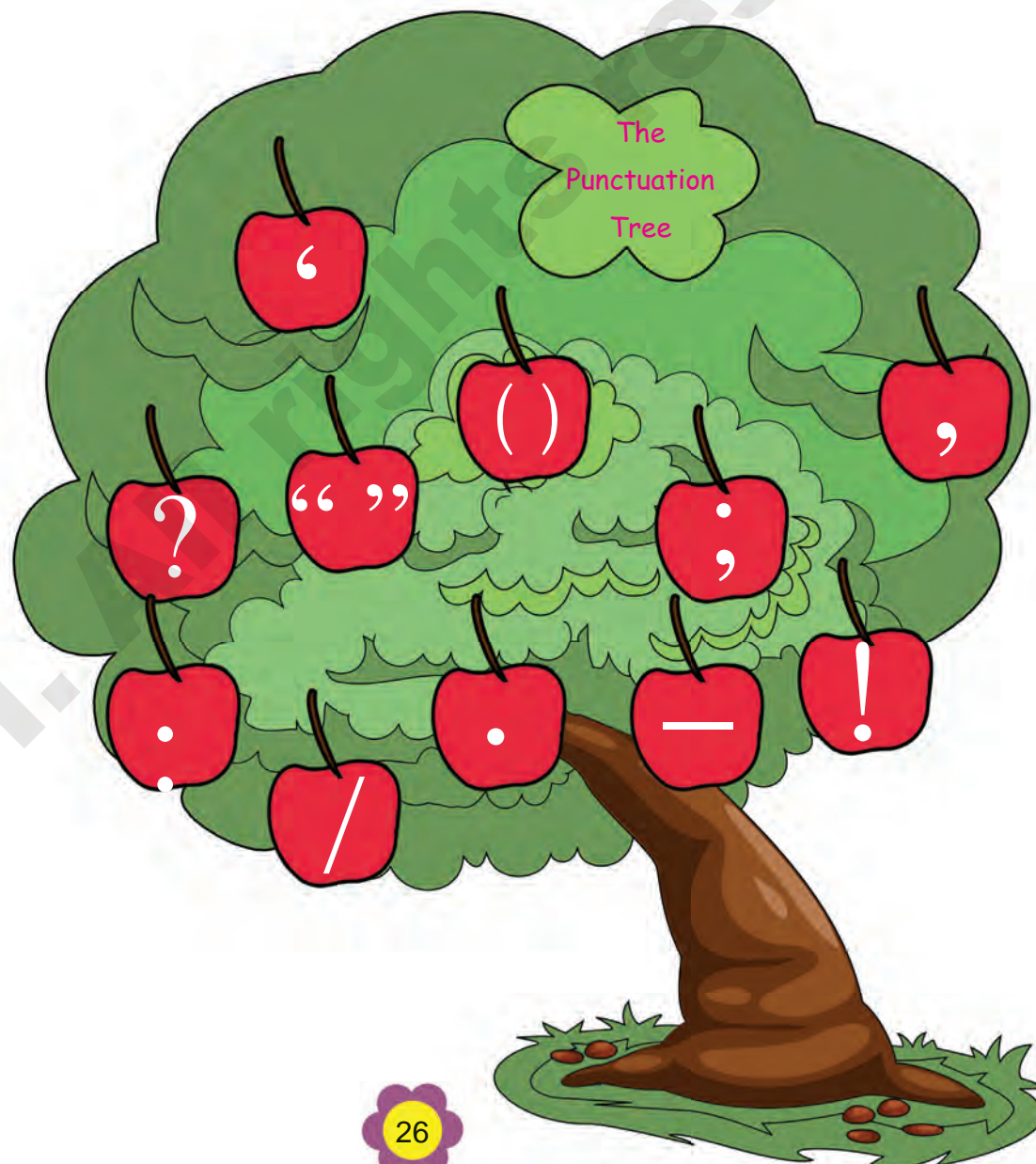
Let's see the punctuation tree with all the symbols used.

Full stop	.	Apostrophe	' s
Comma	,	Exclamation mark	!
Question Mark	?	Semicolon	;
Inverted commas	“ ”	Hyphen	-

Two more punctuation marks.

The colon	:	The dash	—
-----------	---	----------	---

Full Stop (.) is used at the end of a sentence.



Question mark (?) is used at the end of a question (interrogative sentence).

Comma (,) is used to show pause in a sentence.

Colon (:) is used while explaining.

Exclamation marks (!) are used in sentences which express emotions like shock, surprise or anger.

A. Rewrite the following passages and use correct punctuation marks.

1. In 1854 a war broke out in Crimea Many soldiers were injured in the war They were brought to the hospital But in those days the hospitals were illequipped
2. Once Krishnadeva Rayas court was in progress Everyone was there in the court to see the proceedings Then a Brahmin came to the court He bowed to the king and said Your excellency I Know many languages I can talk to anyone in his own language

B. Fill in the blanks with the suitable words given below.

taller	thicker	longer	lesser	bigger	largest
--------	---------	--------	--------	--------	---------

1. My pencil is _____ than yours.
2. The date tree is _____ than any other tree.
3. This novel is much _____ than your course book.
4. The crowd is _____ today than it was few days ago.
5. Watermelon is _____ than muskmelon.
6. The Ganga and the Brahmaputra make the _____ delta in the world.



WRITING

Let's enhance word-power

- A. Match the words given in right column to their definitions.

1. miserable	to make somebody rich or richer
2. charitable	to disappear from sight
3. gravel	very unhappy
4. enrich	capable of being attacked easily
5. vanish	connected with giving money, food, etc., as help
6. vulnerable	to move along the ground on hands and knees



STUDY SKILLS

A. Pair Work.

Form pairs and complete the conversation, using the information given below.

Rahul was playing football in school. He hurts one eye when the ball was kicked from the other side. His eye begins to swell soon. His mother takes him to the doctor.

Complete the conversation between Rahul and the Doctor.

Rahul: My eye is hurt (shows swollen eye to the doctor).

Doctor: How did _____?

Rahul: I was _____.

Doctor: Let me apply some cream _____.

Rahul: It's _____.

Doctor: Don't worry _____.

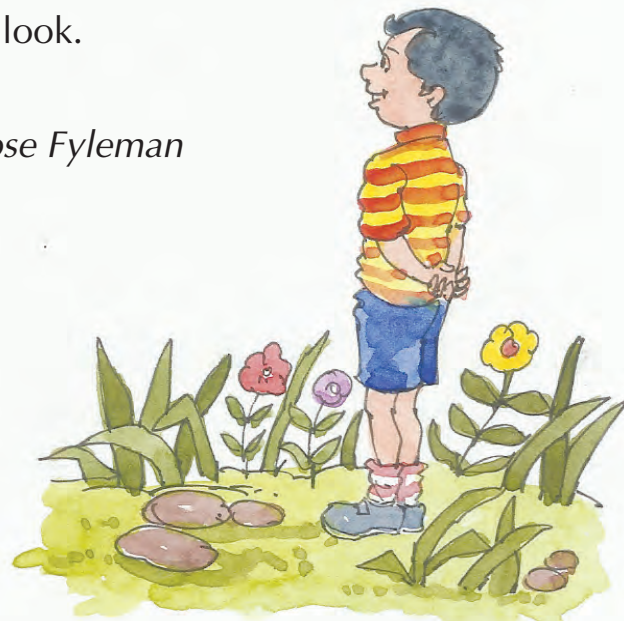
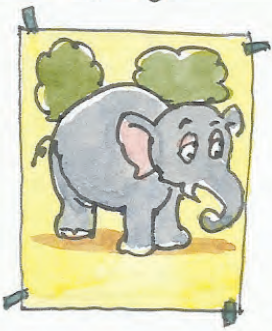
Rahul: Thank You, doctor.



Big and little, low and high,
More than I can tell,
In the streets where I pass by,
Underground as well,
Almost everywhere I go,
Posters in a coloured row.

Pretty ladies, funny men,
Very foreign lands,
Windy moor and fairy glen,
Children on the sands –
Like a painted picture-book
All spread out for me to look.

Rose Fyleman



NEW WORDS

moor: a high open rough grassland

glen: a deep narrow valley



LEARNING FOR FUN

A. Answer the questions.

1. Where does the poet see the posters?
2. What kind of posters did the poet see in the places where he went?
3. Why did the poet feel that the posters resemble a picture-book?
4. Describe one of the posters which you have seen.

B. Fill in the blanks.

1. The poet sees all kinds of posters in almost _____ he went.
2. The posters were in a coloured _____ .
3. The poster looked like a painted _____ .
4. The poet could see posters of _____ .



LISTENING AND SPEAKING

A. Speak aloud.

everywhere
everyone
everybody

look
book
took

tell
well
sell

B. The word 'every' is used with singular nouns to refer to all the members of a group of things or people.

Example:

everybody, everyday, everything, everyone, everywhere.

Now make five sentences using the words given above.

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

C. A Wall Newspaper.

Create your own wall newspaper.

- Work in groups and collect the main news of the day from the newspapers.
- Cut out the news items which you think are important.
- Paste them on a chart paper and display it on the bulletin board of your classroom.

The image shows a collage of newspaper clippings from The Times of India. The clippings include various news items such as:

- Centre, states near consensus on GST**: A report on the progress of GST implementation.
- Auto falls into pit in CP**: A news item about an accident involving an auto-rickshaw.
- KFA stir ends, Mallya set for I**: News about the end of a strike by Kingfisher Airlines and the return of Vijay Mallya.
- Before party meet, calls for political reforms in China**: A commentary on political changes in China.
- Tyler for action on tainted trio**: News about the Indian Olympic Association's stance on tainted athletes.
- Govt slams corpsns over delay in plan**: A report on the government's criticism of corporations for delaying a plan.
- SAINA ENTERS FRENCH OPEN QUARTERS**: Sports news about a tennis player's performance.
- Press Trust of India**: A small notice or advertisement.
- PARIS: London Olympics bronze**: Sports news about a medalist at the Olympics.
- New Delhi: Delhi government**: Local news about the Delhi government's actions.
- REGULARIZATION**: A section discussing the regularization of colonies.

The king of Thailand summoned various people to a painting contest one warm morning. Everyone brought their brushes, colours, paints, inksticks, ink stones, and soft pieces of handmade paper.



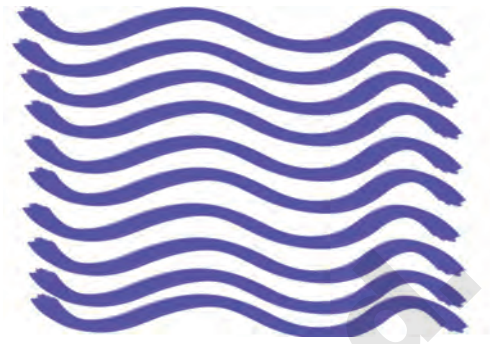
“This contest will be brief,” said the king. “The royal drum will be struck only once. Your painting must be finished as soon as the drum stops ringing. Whoever makes the best painting in that short time will be declared the winner.”

Although their faces remained calm, the advisors felt uneasy. It was impossible to paint a picture in such a short time. Yet, they had to try. They stood, hands poised over ink stones, worried but ready. Only one man, Thanochai, looked confident, for he had a plan.

“DONNNNNNNN,” sounded the drum. Its deep tones lasted several minutes, yet not long enough. Most of the men wet their ink sticks to make black ink, and then rolled their brushes carefully on their ink stones. But as they lifted their brushes to paint, the drum was already silent. The contest was over. And all of their papers were still spotless.



Thanochai's paper, though, was covered with a most unusual design. Ten wavy lines danced over it, from top to bottom. For when he heard the drum, Thanochai quickly made ink, dipped his fingers into it and pulled them across the paper. Thus, while others painted with fine brushes, Thanochai fingerpainted. And since he was the only one with a finished work, he was declared the winner.



"Now I wish to know the meaning of your painting," commanded the king. "Your Honour," replied Thanochai with a bow. "It has many different and deep meanings. But I shall tell you the simplest meaning. So that everyone here may understand it. It can be called, '**Ten Worms Walking**'"

The king, well pleased with the painting and the wit behind it, rewarded him well. Thus, in this way, Thanochai won a painting contest – using his brains instead of a brush.



UNDERSTANDING THE STORY

A. Tick (✓) the correct answers.

MULTIPLE-CHOICE QUESTIONS

- The king of Thailand invited people to a
 - reading contest
 - beauty contest
 - fashion show
 - painting contest
- The painters had to finish their paintings as soon as
 - the bell rang
 - the drum stopped ringing
 - the king announced the winner
 - the people shouted
- Thanochai made the painting with
 - a pen
 - the ink sticks
 - a brush
 - his fingers
- Thanochai won the painting contest using his
 - hands
 - brush
 - brains
 - ink sticks

B. Answer the questions.

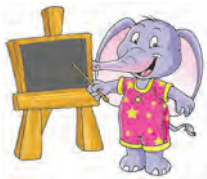
1. What did the painters bring with them for the painting contest?
2. What did the king announce?
3. Why was Thanochai looking confident?
4. What was Thanochai's reply when the king asked the meaning of his painting?
5. How did Thanochai win the painting competition?



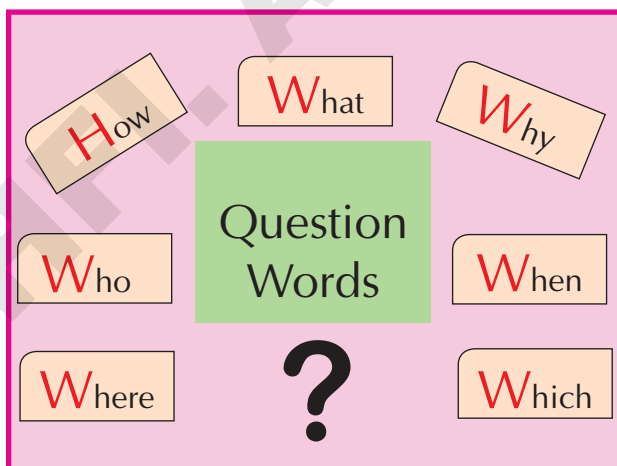
LISTENING AND SPEAKING

A. Read the following words aloud. Circle the ones which end with an 's' sound.

reads	runs
guilds	cuts
keeps	legs
dogs	dolls
eats	groups



LANGUAGE IN USE



Question words.

Question words are used to ask certain questions. These words are also called WH words, as most of these words begin with WH.

Some of the most commonly used question words are:

Who

Example: Who is your class teacher?

Who is your best friend?

Where

Example: Where do you live?

Where are you going?

When

Example: When are you going to Ahmedabad?

When do you have your vacations?

Why

Example: Why are you late?

Why do you complain so much?

Which

Example: Which is your favourite colour?

Which menu would you prefer?

How

Example: How will I go to Agra?

How many mangoes are there in the basket?



A. Fill in the blanks with question words and answer them.

1. _____ is your name? (Radha)

2. _____ were you yesterday? (in Mumbai)
3. _____ is your examination? (on Monday)
4. _____ are you so happy? (because today it is a holiday)
5. _____ is going with you? (Sita)
6. _____ is your pen? (in the pocket)
7. _____ old are you? (10 years old)
8. _____ is your favourite game? (Cricket)

B. Match the opposites.

Column A	Column B
small	everywhere
nowhere	weak
strong	big
children	familiar
strange	adult

Now make four sentences using these opposites.

Example:

1. Raju was not weak but strong.
2. _____.
3. _____.
4. _____.
5. _____.

C. Match the proverbs to their meanings.

Column A	Column B
the early bird catches the worm	to praise oneself
when the cat's away the mice will play	to be satisfied with what is available
beggars can't be choosers	to enjoy when the person in charge is not there
he who laughs last laughs longest	the person who takes the opportunity first has an advantage
the pen is mightier than the sword	another person may be more successful in the end
to blow one's own trumpet	authors and poets have a greater effect than soldiers and wars



STUDY SKILLS

A. A picture of a country.

One morning Ramu, an artist, thought of painting a picture of a country. He went out of his house in search of a beautiful scenery and this is the picture that he painted.



Look at the picture and answer the following questions.

1. What do you think was the season when he painted the picture?
2. What do you see in this picture?
3. What are the people doing?
4. What time of day is it?

B. Advertisement

How to write an advertisement?

First let's know "What is an advertisement?"

We often call an advertisement an 'ad' for short.

There are few words in an ad, but they catch the reader's attention at a glimpse.

It can be used to advertise a book or other product and also to announce a special event.



Features

- Make a rough draft of your *ad*.
- Try to add some of the excitement in your own words.
- Keep your message short.
- Outline your *ad* with vivid colours to make it more attractive.
- Your pictures should fit the ideas you want your readers to get.
- When your rough draft is completed, check your spelling and punctuation.
- Ask a friend to check your work with you.
- Then, your teacher will go over it before you make your finished copy.
- Now, display your *ad* on a bulletin board in the classroom or in the hall.

C. Making new words.

Add *en* and *ful* to make new words:

- | | |
|-----------|----------|
| 1. fright | 2. weak |
| 3. hard | 4. less |
| 5. skill | 6. pain |
| 7. tact | 8. quick |

- D. Draw the picture of a landscape on a sheet of paper. You can use a combination of loops and straight lines to make it but do not take the pencil off the paper until the pattern is complete. After making the picture colour it and paste it in your scrapbook. Now write a few lines about this picture.