



UNIT V

Are there things that grown-ups don't let you do?

Read about what this child feels.

Don't Tell

There are lots of things
They won't let me do—
I'm not big enough yet,
They say.
So I patiently wait
Till I'm all grown-up;
And I'll show them all,
One day.
I could show them now
If they gave me the chance.
There are things I could do
If I tried.
But nobody knows,
No nobody knows, that I'm
Really a giant,
Inside.



(Irene Yates)

New words

enough,

chance,

giant,

patient



Reading is fun



1. How old is the speaker?
2. Who are 'they' and 'them' in the poem?
3. What is the secret the speaker is hiding?

Talk time



1. Think of three things that 'they' won't let you do.
2. What are the things you'd like to do when you are a grown-up that you can't do now?

Word building



1. Using the letters of the given word, make three words.

One is done for you.

blackboard mother vegetable thousand helicopter

black _____ _____ _____ _____

board _____ _____ _____ _____

back _____ _____ _____ _____

2. Look at these words in the poem:

Don't

I'm

I'll

Here are their full forms:

Don't – Do not

I'm – I am

I'll – I will



- i. Now write the full forms of the following words:

Can't _____ It's _____ Isn't _____

What's _____ That's _____

- ii. Make sentences using the following:

He's She's You're We're

- iii. Now write about two things you'll do when you grow up.

You can begin like this :

When I grow up I'll _____

Team time



Class Word Chart — How many new words have you learnt?

Write down three words you have learnt so far. Write them down on a chart or blackboard. Tell their meanings to the class.

Say aloud



giant goose

jam grey

gym gold

June gum

Choose and tick the words with a 'j' sound

January goose gem jam

jacket giraffe grow July

giant grapes grey June



HE IS MY BROTHER



Once upon a time, there was a small hill. A path went up the hill. It went through thick and lovely woods of pine, peepal and banyan trees. People often walked on it to a holy place. One day, when the sun shone high in the sky many people were seen climbing up the hill. They were climbing slowly and carefully.

A girl was also climbing the hill with them. Her name was Meena. Meena was twelve years old. She carried a small boy on her back. He was four years old. His hair were curly. His eyes were black and

his face was as fresh as morning dew.

As the sunshine danced through the trees, Meena climbed the hill slowly and slowly. Meena was happy. The boy was also happy.

A man in the group looked at Meena. He felt sorry for her. He asked her, "My child, why are you carrying the boy on your back. Don't you feel his load?"

Meena looked at him in wonder. She could not understand him. (Her brother was unable to walk) Meena said, "Load? Of course not! He is my brother!"

(Based on a story by Sanat Kumar Bhatt)



New words

understand, climbed, holy, slowly, sorry, load



Reading is fun



1. Where were the people going?
2. What did the man say to Meena?
3. Why do you think Meena was carrying her brother?

Talk time



Choose the correct answer.

1. What went up the hill?
(a) a path (b) a street (c) a road (d) a rail line
2. What is the name of the girl in the story?
(a) Seema (b) Beena (c) Meena (d) Nina
3. How old was the girl ?
(a) Ten (b) Twelve (c) Nine (d) Eight
4. How old was the girl's brother?
(a) Five (b) Four (c) Six (d) Seven

Let's write



Fill in the blanks using the correct word given below:

rat sip box rug cot den pit

1. The boy fell in a _____.
2. I _____ hot milk.
3. The kid is in a _____.
4. My toy is in a _____.



5. The lion is in the _____.
6. The cat runs after the _____.
7. I sit on a _____.

1. Fill in the blanks with the opposite of the underlined word given in the sentences:

- i. The rat ran in when the cat ran _____.
- ii. The lion is big but the ant is _____.
- iii. The giraffe has a long neck but the owl has a _____ neck.
- iv. The sun appears in the day and the moon at _____.
- v. The tea is hot but the water is _____.
- vi. The trees are tall but the bushes are _____.
- vii. Ram was sad but Radha was _____.

Team time



1. What are the difficulties faced by a child who can't see ?
2. Will you help a child who can't walk to school?
3. How can you help such a child and make the child feel one amongst you?

Activity – A Game

Blindfold a child with a cloth. S/he must try to catch the other children. Whoever is caught has to be blindfolded next.



Let's know these signs

Sign Language is a visual language, consisting of signs, gestures, finger spellings and facial expressions.

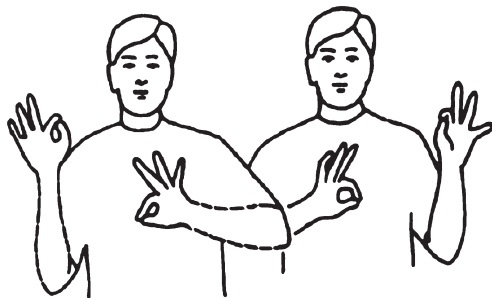
Children who cannot hear may use sign language for communication. Sign language uses the hands to send information and the eyes to receive them. It is a visual manual language system with its own sentence structure and word order. Usually, words are signed and spoken at the same time. Using this method for young children with disabilities is sometimes referred to as total communication. Although using sign language is important for communication, it can also be an adventure for everyone.

Here are some words that you can learn in sign language. Show and say as seen in the pictures below:



Sing

Right “open” hand: Its face touches the mouth and moves to the right like waving.



Dance

Both “zero” hands, facing out, move from shoulder to front of chest alternately twice.

**Read**

Both “open” hands, palms facing at chest level, move from side to side.

**Write**

Act out as if writing on to the palm of the left hand.

**Win**

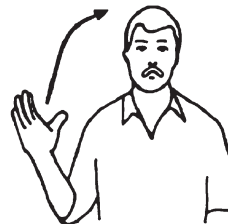
Right “thumbs-up” hand, move up to right shoulder from front of chest.

**Lose**

Right “thumbs-up” hand, moves from right shoulder to front of chest to end with thumb pointing down.

**Sunrise**

Right “bent five” hand, facing left, moves from the waist level on the right side, up above the head.

**Sunset**

Right “bent five” hand, facing left, moves from above the head to the waist level on the left side, and rests facing down.



Grammar work



Do you know some words which end with ‘-ly’ They tell us about the verbs/adjectives. They are called Adverbs. Adverbs add something to the meaning of verbs/adjectives/adverbs.

Look at these sentences carefully:

The dog barked loudly.

‘Barked’ is a verb. If we ask the question – ‘How did the dog bark?’ We get the answer – loudly.

The children are singing sweetly.

How are the children singing? – Sweetly

It is raining heavily.

How is it raining? – Heavily.

Choose the correct ‘-ly’ word for the following:



Rahul was eating



Sumi rubbed her eyes.....



Heena laughed



Amir sat

loudly

softly

hungrily

quietly



Look at the pictures. Encircle the correct Adverb for each:



**My grandmother walks
slowly/rapidly.**



The sun shines brightly/dimly.



The car moved noisily/quietly.



**The students sat quietly/
noisily in the class.**



**Juhi answered the questions
correctly/wrongly.**



**Lily is feeding the birds
lovingly/angrily.**



Read the following sentences:

1. Hira was barking **loudly**.
2. The teacher spoke **angrily**.
3. The old man and the woman were working **hard** in their garden.

In sentence **1**, the word **loudly** tells us how Hira barked; in sentence **2** the word **angrily** tells us how the teacher spoke, and in sentence **3**, the word **hard** tells us how the old man and the woman worked in the garden.

The words **loudly**, **angrily** and **hard** are called adverbs. These words describe how actions are done.

Adverbs are formed in a variety of ways.

The most usual way is to add **-ly** to a describing word.

1. Make adverbs from the list of describing words given below:

The first one has been done for you.

Soft	-	Softly
Bad	-	_____
Slow	-	_____
Clear	-	_____
Loud	-	_____
Swift	-	_____

Words which end with **-l** change to **-lly**.

2. Make adverbs from this list of words:

Careful	-	Carefully
Beautiful	-	_____
Cheerful	-	_____
Wonderful	-	_____
Total	-	_____
Grateful	-	_____



Words which end in - y, change to -ily

3. Complete this list:

Angry	-	_____
Happy	-	_____
Pretty	-	_____
Easy	-	_____

Describing words which end in - ble, change to -bly (dropping the -e)

4. Fill in this list with words that end in -ly:

Feeble	-	Feebly
Humble	-	_____
Terrible	-	_____
Horrible	-	_____
Comfortable-		_____

5. Complete the sentences with the correct adverbs.

Remember to check the spelling.

- The hare ran _____. (swift)
- The tortoise went _____. (slow)
- The teacher spoke _____. (angry)
- He really worked _____. (hard)
- The girl draws _____. (beautiful)

*** A few words do not change their form at all, e.g.,**

- Rita is a fast runner (adj). She runs very fast (adverb)
- The ball is hard (adj). It hit him hard. How did it hit him? (Adverb)

**LET'S WRITE**

Here is an incomplete story about a donkey and a horse. The words in the box will help you to fill in the gaps. Each word tells you how something was done.

wearily	proudly	hurriedly	easily	selfishly	slowly
merrily	quickly	politely	rudely		

One day a man was walking down the road leading a horse and a donkey. He walked _____ as he was late for the market where he hoped to sell his goods. The donkey had a heavy load and walked _____. The horse had no load at all, and trotted _____ along.



‘Help me with this heavy load’, the donkey said to the horse very _____. The horse tossed its head _____. ‘Indeed I won’t’, he replied. The donkey became more and more tired. At last he fell _____ to the ground, unable to move any more.

The man _____ took the load from the donkey and put it on the horse, who had to carry it all the way to the market. ‘Had you behaved less _____’, the donkey said, ‘we could have shared the load.’



TEACHER'S PAGE _____ UNIT V

THEMES

- Growing up, expressing emotions and feelings.

SUGGESTIONS FOR CLASSROOM TEACHING

- Teachers will prepare questions with regard to the prescribed lesson and will pose those questions to students before taking up the lesson with the students. This is called brain storming session. Let the children talk individually about something they want to do very much but which their adults won't let them do. You can then ask them to think about why adults seem to be behaving unreasonably and if there might be some reasons behind *their refusal* e.g., if a child wants to drive a vehicle why can't he or she do so?
- Explain to the class through examples how friends, brothers, sisters and family are very important in the life of a person.
- This unit is a good opportunity to talk about special children, their needs and problems. It is important to tell the class that special children need our understanding and acceptance.
- Encourage children to guess meanings of difficult words, before you *tell them*.
- Discuss and help them with activities. You may explain short forms of the words and their significance in our conversation, e.g., are – 're, will – 'll. Listing of contractions may be done on the blackboard.
- After this unit is completed, children can tell the class about their ambitions, i.e., what they want to be when they grow up.

For teaching sign language

- You can start with signing a few words. Repeat in different situations so that meaning is attached to your hand movements. Talk when you sign. Keep your language simple. Use appropriate facial expressions with signs and speech.

