

**judge (n):** (जज) जज, न्यायाधीश **a person who passes judgement in a court of law**

**complaint (n):** (कम्प्लेंट) शिकायत **a statement of dissatisfaction**

**patiently (adv):** (पेंशन्टली) धैर्यपूर्वक **with patience, calmly**

**ingled (v):** (जिंगल्ड) खनखनाया **sound made by coins**

## **B. LET'S THINK AND TELL**

### **B.1 Answer these questions orally:**

- (a) What did the poor man enjoy everyday?
- (b) What did the judge ask the poor man to do?
- (c) How much money did the poor man have?
- (d) What did the judge do with the coins?

## **C. LET'S THINK AND WRITE**

### **C.1. Write 'True' or 'False' in the brackets against each of the following sentences:**

- (a) The baker was a generous man. (      )
- (b) The baker was angry with the poor man. (      )
- (c) The poor man had six coins. (      )
- (d) The judge gave the money to the baker. (      )
- (e) The judge returned the coins to the poor man. (      )

**C.2. Tick (✓) the options to complete the following statements.**

1. The baker took the poor man to

- |               |              |
|---------------|--------------|
| (a) his house | (b) his shop |
| (c) court     | (d) the king |

2. The baker held out his hand to take

- |                |               |
|----------------|---------------|
| (a) the bread  | (b) the cake  |
| (c) the sweets | (d) the coins |

3. The price for the smell of bread was

- |                        |                   |
|------------------------|-------------------|
| (a) the sound of money | (b) two coins     |
| (c) the sound of music | (d) twenty rupees |

**C.3. Answer the following questions:**

- (a) Why was the baker angry with the poor man?
- (b) Why did the judge jingle the coins together?
- (c) Did the judge do justice to the poor man? Give reasons.

**D. LET'S INCREASE WORD POWER****D.1 Match the words with their opposite meanings. One has been done for you:**

- |                |              |
|----------------|--------------|
| (a) nice       | (i) generous |
| (b) punishment | (ii) calm    |
| (c) stingy     | (iii) wept   |
| (d) angry      | (iv) reward  |
| (e) smiled     | (v) rude     |

**D.3. Rearrange the jumbled letters to make meaningful words:**

moynre

berad

poro

turoc

rangy

**E. LET'S LEARN GRAMMAR****Look at these sentences:**

- (a) Why was the baker angry?
- (b) Why did the judge jingle the coins together?
- (c) Whom did the baker take to court?
- (d) Who stood outside the bakery everyday?
- (e) What did the judge do with the coins?
- (f) Where did the baker take the poor man ?

Each of these questions begins with a “wh” word such as what, **where, when, why, who, whom, whose, which**, etc. These questions demand some information in the form of an answer. For example, the Question (a) will have the following answer:

The baker was angry with the poor man because he felt that the poor man was enjoying the sweet smell without paying any money.

**E.1. Now frame “wh” questions for the answers given below.  
One has been done for you.**

**Answer:** I live in Patna.

**Question:** Where do you live?

- (a) I went to school at 9 a.m yesterday.
- (b) I go to school to study.

- (c) I play football in the recess.
- (d) I was going home.
- (e) My birthday is on the 10<sup>th</sup> of August.

**Note:** Some of these answers can have two questions. Make two questions wherever you think it is possible.

## F. LET'S TALK

**Work in pairs and role- play the following conversation:**

**Amrit:** Pragya, I'm feeling very hungry. Let's have our lunch.

**Pragya:** I, too, feel very hungry, Amrit. What have you brought in your tiffin?

**Amrit:** Maggie.

**Pragya:** Oh! That's great! I love it. I also have brought paratha and bhujia.

**Amrit:** Aha! That's good. Let's start.

**Pragya:** O.K.

## G. LET'S WRITE

**F.1** Given below is an incomplete paragraph on Dussehera celebration. Fill in the blanks with the words in the box to complete it.

**Mahishasura new festivals heaven sweets victory  
Dussehera**



## Dussehera

Dussehera is one of the most important ..... of our country. It symbolises the ..... of good over evil. It is said that Goddess Durga killed ..... and restored peace and happiness back in the ..... People celebrate ..... with pomp and gaiety all over the country. They wear ..... clothes and exchange ..... with their neighbours.

## H. ACTIVITY

### H.1. Role Play

**Act out the given play in class with three children playing the characters of the baker, the poor man and the judge.**

**BAKER:** Why do you stand here everyday smelling the bread? You'll have to pay for it.

**POOR MAN:** Forgive me. "I'm a poor man. I can't buy your bread. Let me stand here. I feel my stomach full of this lovely smell.

**BAKER:** You can't smell it without paying for it. Come with me. Let the judge decide. (Takes him to the judge)

**(In the court)**

**JUDGE:** What is the matter?

**BAKER:** My Lord, this man stands outside my bakery and takes the smell of bread everyday. He ought to pay for it.

**JUDGE:** (to the poor man): Do you have any money?

**POOR MAN:** I have only two coins with me, my lord!.

**JUDGE:**(takes the the coins, jingles them together and returns them to the poor man. He then says to the Baker): His crime deserved this kind of punishment. He smelt your bread ; you heard the jingle of his coins. Justice has been done.

**Now these three children will share with the class their experiences as the stingy baker, the poor man and the righteous judge.**

## **H. 2. Cake Recipe**

### **Ingredients**

Plain flour - 1 and 1/2 cup

Powdered sugar - 1 cup

Egg - 1

Refined oil or plain butter - 1/2 cup

Baking soda - 1 tsp

Vanilla essence - 1 tsp

Milk - 1 cup

### **Method**

#### **Mixture Preparation**

1. Beat the egg very well until it becomes lighter and looks like double the original quantity.
2. Mix sugar and oil together and stir them pretty hard till the mixture becomes light and fluffy.
3. Add the beaten egg to this mixture. Mix well to blend all ingredients thoroughly.
4. Now prepare a mixture of plain flour (maida) and baking powder and sieve it to avoid any lump.
5. Now gradually add this *maida* mixture, to the batter prepared by mixing sugar, oil and egg.

**Note:** As you stir the mixture, it will become dense. Add some milk in small amount to make it smooth. Keep on repeating the process of adding maida and then milk as required, till batter is well blended (It should look fluffy/ soft).

6. Add Vanilla essence to the butter and again blend thoroughly.

## Cake Preparation

7. Grease the baking tin (or cake tin) with oil and dust it by sprinkling *maida* over greased surface evenly.

**Note:** Use baking tin of 6 inch in diameter, so that it can easily get into the pressure cooker.

8. Pour the mixture into the greased baking tin.

**Note:** Baking Tin should be made of Aluminium.

9. Heat the pressure cooker on high heat for 2 minutes.

**Caution:** If baking tin comes into direct contact of the base of cooker, it can harm (overbake ) the cake.

10. Now put the cake tin containing the cake batter, inside on cooker dish.( Do not put water inside the pressure cooker)

11. Close the cooker lid and do not put the whistle on the lid. Lower the flame from high to low after 2 minutes.

12. Let it cook for 40 minutes, then switch off the heat. Do not open the lid immediately.

13. After 10 minutes open the lid to check whether the cake is done. Put a skewer inside the cake.

14. If the mixture will not stick on it, means that cake is done.

**Note:**

You can make the cake without egg. Just add 1/2 cup refined oil more.  
Make sure that you stir it pretty hard, till you find air bubble in the batter.

**Now work in groups. Prepare the recipe and write the steps you will take to prepare 'little' for four persons.**



## Lesson 3

# THE HOUSE SPARROW

### A. WARMER

- 1. Which birds are most common in your locality? Name some of them.*
- 2. Which of these birds do you like most and why?*
- 3. What qualities of sparrows have you ever noticed?*



There are several birds which are very common in our locality.

The house sparrow is one of them. Sparrows are found in plenty in our locality. They like to live with people. So they make themselves quite at home in houses.

Sparrows build their nests wherever they can - on window-sills, the top of doors and almirahs, and in nooks and corners. Their nests can be found in holes and niches in walls and on roofs and in the most unlikely places, even inside the folds of hanging curtains! Their chirping pleases us but at times they are also a nuisance.

Sparrows are brown in colour, with white and black mingled together on the back and sides; they also have a whitish front. The male sparrow has a black patch on his throat.

Sparrows eat grain, insects and the tender shoots of plants. They are also fond of cooked food.

Sparrows love company. They are always found in pairs. We can see several pairs at a time.

The mother bird lays three or four eggs which are pale greenish white. Sparrows are known to raise several families in a year.

(Adapted from **Some Indian Birds**; A CBT publication, Delhi)

## WORDS TO KNOW

**nuisance(n)** : (न्यूसेन्स) दुःखदायी, तकलीफदेह **source of irritation**

**mingled (v)** : (मिंगल्ड) मिला हुआ **mixed**

**patch(n)** : (पैच) धब्बा **spot**



**tender (adj)** : (टेन्डर) मुलायम **soft**

**shoots: (n)** : (शूट्स) पौधे का ऊपरी कोमल भाग **upper soft part of a plant**

**niches (n)** : (नीशेज) दरार, ताक **cracks**

**pale (adj)** : (पेल) हल्का रंग, एक रंग का नाम **light in colour**

## **B. LET'S THINK AND TELL**

### **B.1. Answer the following questions in a word or phrase:**

1. Which sparrow has a black patch on its throat?
2. What do sparrows eat?
3. Where do sparrows build their nests?
4. Sparrows like to live with people. Can you guess why?
5. How many eggs does the mother bird lay at a time?

### **B.2. Say whether the following statements are 'True' or 'False'.**

1. Sparrows like to live alone.
2. Sparrows are always found in pairs.
3. Sparrows are not fond of cooked food.
4. Sparrows raise one family in a year

## **C. LET'S THINK AND WRITE**

1. List some of the qualities of sparrows mentioned in the lesson.
2. When does a sparrow give pleasure and when does it become a



source of nuisance?

3. How is a male sparrow different from a female sparrow?

4. What do sparrows like to eat?

## D. LET'S INCREASE WORD POWER

**D.1. Tick (✓) the correct spelling from the options given in each row below:**

1. (a) sparrow                      (b) sparrow                      (c) spparrow  
(d) sparoww
2. (a) nuisance                      (b) niusance                      (c) nuisanse  
(d) nuisence
3. (a) broun                      (b) braun                      (c) brounn  
(d) brown
4. (a) familie                      (b) familiy                      (c) phamily  
(d) family
5. (a) curtans                      (b) kertans                      (c) curtains  
(d) kurtains

**D.2. Sparrows produce a sound called 'chirping'. What sounds do the following birds and animals produce? Pick out the sounds they produce from the Help box.**

### Help Box

**gibber, yelp, grunt, cheep, coo, sing, scream, snort, squeak, caw, scream, quack, caw, screech**

pigs:

foxes:

peacocks:

bats:

crows:

ducks:

vultures:

camels:

rats:

apes:

chicks:

doves:

larks:

monkeys

**D. 3. What do the following words or expressions mean in the text? Guess their meanings and then check in a dictionary whether what you guessed was right.**

**Words****Meaning that you guessed****Dictionary meaning**

in plenty

company at home

nook and corner

fond of

several

## **E. LET'S LEARN GRAMMAR**

### **Prepositions**

**Read the following sentences carefully:**

*There are several birds which are very common in our locality.*

*The male sparrow has a black patch **on** his throat.*

*We can see several pairs **at** a time.*

In the above sentences, words like ‘in’, ‘on’ and ‘at’ are prepositions. A preposition is a word that is placed before a noun or a pronoun to link it with some other noun or pronoun in the same sentence. The other prepositions include ‘at’, ‘of’, ‘about’, ‘for’, ‘from’, ‘by’, ‘into’, ‘with’, ‘to’, ‘between’, ‘under’, ‘after’, ‘behind’, ‘above’, ‘near’, etc.

### Examples:

Look **at** the top of the page.

The pen is **on** the table.

Don't forget to bring a dictionary **with** you.

The dog is **under** the table.

The books are **in** the bag.

What is the name **of** this animal?

The fridge is **near** the table.

The bulb is **above** the table.

The chair is **behind** the table.

Do you come **from** Patna?

The cat ran **after** the dog.

This book is **for** my friend.

Can you come **to** me?

**E.1. Fill up each blank with a suitable preposition.**

- (1) Anwesha was born \_\_\_\_\_ 2000.
- (2) They are waiting \_\_\_\_\_ the bus.
- (3) I will go to the zoo \_\_\_\_\_ my father.
- (4) You can find this word \_\_\_\_\_ a dictionary.
- (5) Anita went \_\_\_\_\_ Delhi yesterday.
- (6) We will go home \_\_\_\_\_ bus.
- (7) The table is \_\_\_\_\_ the two chairs.
- (8) Anshu is looking \_\_\_\_\_ the map.
- (9) The picture hangs \_\_\_\_\_ my bed.
- (10) My friends don't want to go \_\_\_\_\_ the castle.

**E.2. Fill up the blanks with suitable prepositions.**

I'm Shubham. I live \_\_\_\_\_ Darbhanga. \_\_\_\_\_ summer I like to travel \_\_\_\_\_ Shimla \_\_\_\_\_ my family. Last summer I took a train \_\_\_\_\_ Delhi \_\_\_\_\_ Shimla. \_\_\_\_\_ the station we went to our hotel \_\_\_\_\_ bus. We stopped \_\_\_\_\_ a small restaurant \_\_\_\_\_ lunch. The driver parked the bus \_\_\_\_\_ the restaurant. Nobody could find the bus and the driver, so we waited outside the restaurant \_\_\_\_\_ one hour. The driver was walking through the small park \_\_\_\_\_ the restaurant which we did not know. So we were very angry \_\_\_\_\_ him. But my holidays were great.

**F. LET'S TALK**

**F.1. Mini and Anshu are sister and brother. Below is a talk between them. Some sentences of the content are missing.**

Pick them up from the help box and write it in the appropriate place.

**Mini:** There is good news, Anshu.

**Anshu:** \_\_\_\_\_?

**Mini:** Today I saw four eggs in the nest of a sparrow.

**Anshu:** Where is it?

**Mini:** \_\_\_\_\_

**Anshu:** \_\_\_\_\_

**Mini:** Look at the nest! The female sparrow is sitting on the eggs.

**Help box**

On the niche of the verandah

What is it?

O.K. Let's see them.

**F.2. ROLE PLAY**

Form a pair of two students and ask them to play the role of Mini and Anshu in the classroom.

**G. LETS' WRITE**

Write a paragraph on 'The bird you like most'.

**Hints:** Name of the bird:

Places where it lives:

Its colour(s):

Its qualities:

What it eats:

Reasons for your liking it:

## H. ACTIVITY

Ranging from the great Himalayas to the dense forests, India is the home to some of the most sought after birds in the world. India is paradise for Bird Watching. Over 1200 species of birds are found in India, Check out the famous Bird Sanctuaries of India. The rich bird-life is the constant source of fascination for the tourists coming to India. Bharatpur Bird Sanctuary is one of the finest bird sanctuaries in the world.

**H.1. Many tourists visit the bird sanctuaries in our country every year. Make a list of sanctuaries in India.**





## Lesson 4

# DAY BY DAY I FLOAT MY PAPER BOATS

### A. WARMER

- 1. List some of the ways by which you can send messages to your friends.*
- 2. Which one of these do you like the most and why?*





Day by day I float my paper boats

one by one down the running stream.

In big black letters I write my name on them  
and the name of the village where I live.

I hope that someone in some strange  
land will find them and know who I am.

I load my little boats with shiuli flowers from our garden.

And hope that these blooms of the dawn will be carried safely  
to land in the night.

**Rabindranath Tagore**

### WORDS TO KNOW

**float(v):** (फ्लोट) धीरे-धीरे बहाना, तैराना **move slowly on water**

**running( present participle as adj):** (रनिंग) बहता हुआ **flowing**

**stream( n):** (स्ट्रीम) दरिया, सरिता **a small narrow river**

**strange (adj):**(स्ट्रेंज) अज्ञात **unknown**

**blooms (n):** (ब्लूमज) फूल **flowers**

**dawn (n):** (डॉन) मोर **daybreak**

**The “Shiuli” flowers (noun phrase):** mark the arrival of Goddess Durga.  
**These autumnal flowers have a mild fragrance and are white in colour with an orange stalk.**

## B. LET'S THINK AND TELL

### B.1. Say whether the following statements are “True” or “False”.

1. The child is very fond of floating paper boats in a river.
2. The child writes his name in small black letters.
3. The child sends to his village the fruits and flowers grown in his garden.
4. The child loads his little boats with roses.

## C. LET'S THINK AND WRITE

### C. 1. Answer the following questions in brief :

1. Why does the child float his paper boats?
2. Why does the child write his name and the name of his village on the boats?
3. The child loads the boats with shiuli flowers. Why?

## D. LET'S INCREASE WORD POWER

### D.1. Pick out the words/ group of words from the poem that express the meaning of the following words:

gradually      daybreak      flowing      harmlessly

### D.2. Action words

**Read the following :**

***I float*** my paper boats.

The word ‘float’ tells us about something being done. Pick out some more such words in the poem.

### D.3. Read the following:

1. *He saw his boat float down the running stream.*

2. *His boat was running down the stream.*

The word 'running' in sentence 1 describes the noun 'stream'. It works as an adjective. In sentence 2 'was running' is an action word. It is a verb.

**Now fill in the blanks with the appropriate forms of the verbs in brackets:**

1. Don't get off a ..... (run) bus.
2. He is ..... (run) in the middle of the road.
3. The old man needs a ..... (walk) stick.
4. He fell down while he was ..... (walk).
5. Children are ..... (swim) in the pool.
6. All of them are wearing ..... (swim) suit.

### D.4. Plural words

**Read the following :**

*Day by day I float my paper **boats**.*

The word in bold is a plural noun. A plural noun indicates more than one person, place, or thing. Pick out all the singular nouns from the poem and write their plural forms.

**Singular**

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

**Plural**

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

## E. RHYME TIME

Look at the following words :

day - may

In the above example, both the words end in similar sound. Such words are called rhyming words.

Write the rhyming words for the following :

stream.....

live.....

find.....

big.....

night.....

## F. LET'S TALK

Talk with your classmates about different flowers found in your locality and select any three flowers which are very common.

## G. LET'S WRITE

Collect the flowers you mentioned in F. and observe them minutely. Then, write one small paragraph (40-50 words) on any one of these. You may include the following information about the flowers:

Shape and size

Colour

Smell

Usefulness

## G. ACTIVITY

1. Make a paper boat. Write the steps that you take to make it.

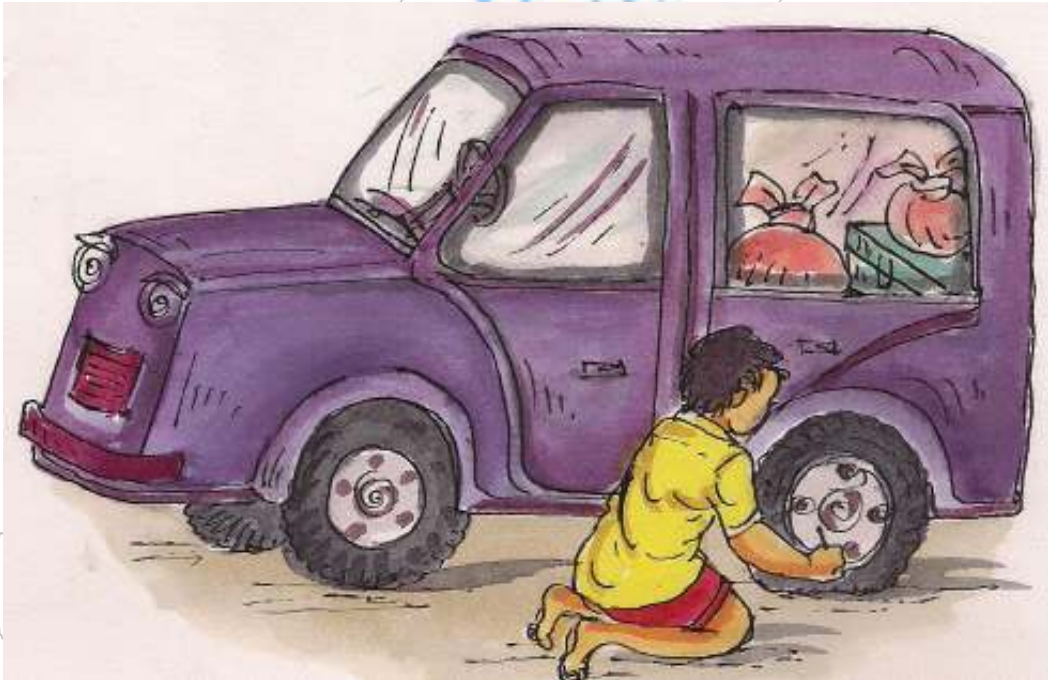


## Lesson 5

### AN ACT OF BRAVERY

#### A. WARMER

- 1. Imagine you see a boy drowning in a river. He's crying for help. Except you there is no one to help him out. What would you do to save him?*
- 2. Can you narrate any incident of your own or your friend's bravery?*



There was a jeep on the road in front of a shop. Shankar saw two men putting a heavy bag into the jeep.



“This is strange,” Shankar thought. “I must find out more.” He got off his bicycle and hid it behind a big tree. The men went back to the shop and again came out through the open door. They were carrying another bag to the jeep.

One of them whispered to the other, “Ah, these pearls will get us a lot of money. We can share it equally.”

At once Shankar knew that they were thieves. He was a little afraid. His heart began to beat fast. He was worried.



The thieves again went back to bring the third bag. Shankar immediately ran to the jeep and let out the air from all the four tyres. After that he got on to his bicycle and cycled at top speed to the nearby police station. He told the police inspector about the thieves. He added, "I've let out the air from the tyres of their jeep".

"Very good", said the Inspector. "You are a brave boy. We'll go there at once and catch the thieves. You can come with us if you like." The police at once rushed to the spot and the thieves were caught.

## WORDS TO KNOW

|                            |                               |                           |
|----------------------------|-------------------------------|---------------------------|
| <b>in front of (prep):</b> | (इन फ्रॉन्ट ऑफ) - के सामने    | <b>before</b>             |
| <b>strange (adj) :</b>     | (स्ट्रेंज) - आश्चर्यजनक       | <b>unusual</b>            |
| <b>hid(v) :</b>            | (हिड) - छिपा दिया             | <b>put out of sight</b>   |
| <b>whispered (v) :</b>     | (विहस्पेड) - धीरे से कहा      | <b>spoke very quietly</b> |
| <b>pearl(n) :</b>          | (पर्ल) - एक कीमती पथ्थर, मोती | <b>a precious stone</b>   |
| <b>share (v) :</b>         | (शेयर) - बाँटना, हिस्सा करना  | <b>divide</b>             |
| <b>equally (adv) :</b>     | (इक्वली) - बराबर मात्रा में   | <b>in equal amounts</b>   |
| <b>nearby (adv):</b>       | (नीयरबाय) - नजदीक का          | <b>not far away</b>       |
| <b>let out (v) :</b>       | (लेट आउट) - निकाल देना        | <b>allow to escape</b>    |



## B. LET'S THINK AND TELL

### B.1. Say whether these statements are True or False :

- (a) Shankar stood behind a big tree.
- (b) The thieves removed all the bags in one visit.
- (c) Shankar deflated all the tyres.
- (d) Shankar was a very intelligent and brave boy.

### B.2. Answer the following questions:

- (a) Why did Shankar decide to follow the thieves?
- (b) What did Shankar do to get the thieves caught?
- (c) Which action of Shankar suggests that he was a brave boy?

## C. LET'S THINK AND WRITE

### C.1. Write the answer of the following questions:

1. What made Shankar conclude that the two men were thieves?
2. How were the thieves caught?
3. What would you do if you were in Shankar's place?

## D. LET'S INCREASE WORD POWER

### D.1. Fill in each blank one letter to make meaningful words:

- (a) Str\_ n\_e  
(b) B\_cy\_le  
(c) W\_ \_sp\_r  
(d) S\_at\_on  
(e) In\_pe\_tor

**D.2. Pick out the opposites of the following words from the story and write them in the space provided: One has already been done for you.**

- a. behind – in front of  
b. light  
c. shouted  
d. less  
e. slow  
f. far off  
g. coward

**D.3. Look at these sentences:**

*There was a jeep on the road in front of a shop. Shankar saw two men putting a heavy bag in the jeep.*

The underlined words contain two vowels together. Try to find more such words from the story that have two vowels that go together. Say these words aloud and decide where you would put them in the following columns:

| Jeep    | heart   | goal    | good    |
|---------|---------|---------|---------|
| — — — — | — — — — | — — — — | — — — — |
| — — — — | — — — — | — — — — | — — — — |
| — — — — | — — — — | — — — — | — — — — |

#### D.4. Look at this sentence from the story:

*“Very good,” said the inspector.*

The word “inspector” is formed by adding the suffix “or” to the root word “inspect”. Sometimes we add ‘-er’ to make new words, as in teacher (teach + er).

Root word + suffix = new word

**Make a list of five nouns that end in suffix -er and five that end in -or. Try to find out the rules for adding -er/-or to nouns.**

**Root word + er = new word**

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

**Root word + or = new word**

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

— — — — + — — — — = — — — —

#### E. LET’S LEARN GRAMMAR

**Look at these sentences:**

1. At once Shankar knew **that** they were thieves.
2. You can come with us **if** you like.

In sentence 1, the word ‘that’ joins two clauses, ‘At once Shankar knew’ and ‘they were thieves’. In sentence 2, the word ‘if’ combines two clauses ‘You can come with us’ and ‘you like’. The words “that” and “if” are conjunctions. Some other conjunctions are:

**and, because, but, after, unless, or, yet, otherwise, as, hence, though, before, till, therefore, when, who, why, where, until**

**E.1. Go through the story once again and circle the conjunctions.**

**E.2. Read the following passage carefully and insert appropriate conjunctions. You may choose the conjunctions from the Help box.**

A man was at work ..... he received a phone call ..... his wife was very sick with a fever. He left his office ..... stopped at a pharmacy to get some medicine for his wife. When he returned to his car, he found he had locked his keys in the car. He didn’t know what to do. At once he caught sight of an old friend, Joseph ..... used to live with him. Joseph helped his friend ..... he could reach his home soon.

### **Help Box**

**when so that who and that**

**E.3. Combine these sentences with suitable conjunctions:**

- (a) Let’s go home. It is night.
- (b) Birds can fly. Animals cannot fly.
- (c) He is poor. He is happy.
- (d) Wait here. I’ll return soon.

**below and study the situation. Ask and  
as the following. You may add a few**

## Group work

**Q.** Why do you think people are running out of the house?

A. The house has caught fire.



**Q:** What are the people doing to put out the fire?

**A:** .....

**Q:** Who has been caught in the fire?

**A:** .....

**Q:** What is the man doing?

**A:** .....

**Q:** What is the woman doing inside the house?

**A:** .....

## G. LET'S WRITE

**Imagine you have caught a thief. Based on the details of his appearance given below, write a brief description of the thief.**

**His looks:** height: 5ft 6 inches, black hair with a grey patch

**Features of the face:** long face, toothbrush moustache, spectacles on the nose, chicken pox marks on the cheeks

**Age:** Approximately 45 years

**Dress:** white shirt, black trousers and a red scarf



## H. ACTIVITY

Every year on the Republic Day, the President of India gives away Bravery Awards to some children who have shown acts of bravery during the year.

Collect photographs of two brave students of your school. Paste their pictures and write in 1-2 sentences what brave actions each one of them had performed.



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