

## **B. THINK AND TELL**

### **B.1. Answer the following questions orally:**

1. Why did the Arab set his tent by the roadside?
2. Why did the camel want to put his head and neck inside the tent?
3. Why did the Arab stand speechless?
4. Was the Arab kind to his camel?
5. Was the camel right in pushing out his master?

## **C. THINK AND WRITE**

### **C.1. Answer the following questions:**

1. Why did the Arab leave his camel outside the tent?
2. Why did the camel want to put his head and neck inside the tent?
3. How did the camel push his master out of the tent?
4. Who, in your opinion, behaved more selfishly?

## **D. WORD STUDY**

### **D.1 Fill in the blanks with suitable words provided in the box:**

**cold   Arab   half   small   desert**

- (a) An Arab was crossing the ..... on his camel
- (b) The camel stood outside the tent in the .....
- (c) The tent was too..... for both of them.
- (d) ..... of the camel's body was inside the tent.
- (e) The camel pushed the ..... out of the tent.

**D.2. Look at the words shown in bold in the sentence given below:**

*At sunset, he **got down** and **put up** his tent by the roadside.*

**Guess the meaning of these expressions and use them in sentences of your own.**

**D.3. Here are a few phrasal verbs with ‘get’ and ‘put’. Guess their meanings and use them in your own sentences :**

- (a) Though they **got after** the thieves, the policemen failed to arrest them.
- (b) I don’t understand how he manages to **get along** with her.
- (c) They are trying to **get at** the truth.
- (d) We **get up** early in the morning.
- (e) He **put on** his best clothes on Deepawali.
- (f) I cannot **put up** with this insult.
- (g) I **put up** this book on the table.

#### **D. 4. Compound words**

‘Sunset’ is a compound word consisting of ‘sun’ and ‘set’.

**Pick out three more compound words from the story. Make some new compound words using some of the parts of these compound words. For instance, ‘sun’ can be used to make another compound word such as ‘sunrise’.**

## E. GRAMMAR

### Use of modals

Read the following sentences carefully:

- (a) *May I come in?*
- (b) *The baby can walk now.*
- (c) *Both of us will catch cold.*

**May** in sentence (a) is used for **seeking permission**.

**Can** in sentence (b) indicates **ability**.

**Will** in sentence (c) expresses **future time**.

‘May’, ‘can’ and ‘will’ are modals. There are altogether 13 modals - can, could, may, might, shall, should, will, would, must, dare, need, ought to, and used to. These modals are followed by verb in the present form.

### E.1. Given below are some sentences using modals.

Tick (✓) the correct modal:

1. May/ might I put my head and neck inside the tent?
2. You wouldn't/ can't come in.
3. We will/ should catch a cold.
4. Would/ may I go out?
5. We mustn't/should n't touch a live electric wire.
6. He was so scared of his maths teacher that he need not/dare not ask him any question.
7. We must/ ought to respect our elders.
8. The clouds are getting pitch dark. It may/might rain any time. We will/ would play football tomorrow at 5 pm.

## F. LET'S TALK

Read aloud the sentences in the box that Pragya uttered to introduce herself:

Hi! Good morning, everybody. I'm Pragya. I'm 11 years old. I study in class V. I want to be a doctor. I like singing and dancing.

**Work in groups**

**Now introduce yourself to the members of your group in the way Pragya did. You may add more details.**

## G. LET'S WRITE

**Write a short paragraph on 'The Camel'. You may use the hints given below:**

The camel - pet animal - lives in desert - feet padded - hump on the back - stores food and water - remains without food and water for 15 days - likes to eat thorny bushes - ship of the desert.

## H. ACTIVITY

Many small words can be formed using different letters of the word 'Hippopotamus'. Can you try to form some words? Two of them have already been done for you.

POT	SUM			



## Lesson 9

# BIRBAL'S WIT

### A. WARMER

*Has anyone ever cracked a joke on you? How did you feel/react and why ?*

### SCENE I: THE PALACE GARDEN

**(Akbar and some of his courtiers are looking at the roses.)**

**AKBAR:** Where's Birbal? I have not seen him since this morning.

**FIRST LORD:** We, too, have not seen him, Badshah Salamat. The messenger came back saying he had gone out-very busy counting crows. (smiling)

**AKBAR** (also smiling): Well, so he's taken the challenge seriously. Do none of you wish to compete for the prize?

**SECOND LORD:** We accept our defeat, sir. What you set was an impossible task. We tried and gave up!

**RAJA MAN SINGH:** Did you really expect an answer, Your Highness, or was it a joke?

**AKBAR:** Man Singh, wait and see. We have set seven o'clock as

the deadline. There is at least an hour left. 3000 gold coins and a bag of precious jewels are not to be sneezed at! I'm sure thousands of people in the capital are out counting the crows! (trying to hide his laughter)

**(After an hour...)**

**AKBAR** : ( re-entering the garden) The time's up. How many want to win the prize? Open the gate and let us see how many have their answers ready!

**FIRST LORD**: There is no one outside the gate, Badshah Salamat.

**AKBAR**: No one? Not even one person has taken up the challenge? I am disappointed!

**SECOND LORD**: Wait, Sir! Someone is hurrying in. Why, it's Birbal!

**AKBAR**: Ha! Ha! Ha! (delighted) Welcome, Birbal. (smiling) I guess you too have no answer! Was the prize too small to tempt you?

**BIRBAL**: Badshah Salamat – a challenge is a challenge. The amount of the prize does not matter. And I have the exact answer. The number of the crows in the capital at six o'clock today is 21,412 exactly! (with a flourish)

**AKBAR**: (stunned and not really believing him) Shall we check?

**BIRBAL:** Certainly, Badshah Salamat ! (pretending to be very serious) Of course some crows may have left the city to visit their relatives in another town. But then it is also likely some others may have flown in for the weekend. I am absolutely certain, however, that at the last count, at six o'clock, there were 21,412 crows exactly!

**AKBAR** (laughing as he does at all Birbal's clever answers) Birbal, you are the life of this court. Bring the prize!



### WORDS TO KNOW

**compete (v):** (कम्पीट) भाग लेना प्रतियोगिता में to take part in a contest

**gave up (v):** (गेव अप) छोड़ दिया left

**expect (v):** (एक्सपेक्ट) उम्मीद करना, आशा करना **hope for**

**not to be sneezed at (v):** (नॉट टू बी स्नीज्ड एट) नहीं छोड़ने योग्य **not to be passable**

**disappointed (v):** (डिस्अपॉइन्टेड) निराश हुआ **unhappy because something he hoped for or expected did not happen**

**flourish(v):** (फ्लैरिश) एक खास शैली में **in style**

**stunned (v):** (स्टन्ड) हक्का बक्का या भौंचक रह जाना **bewildered**

**pretending (v):** (प्रीटेंडिंग) देखने की कोशिश करना **trying to look**

**absolutely (adv):** (एबसाल्यूटली) पूर्णरूपेण, पूर्णतया **completely**

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

### **B.1. Answer the followings questions orally:**

1. Do you think Birbal was actually busy with counting the crows?
2. How many courtiers accepted Akbar's challenge?
3. What, according to Birbal, was the number of crows in the capital?
4. What was the prize money?

## **C. THINK AND WRITE**

### **C.1. Answer the following questions in two or three sentences:**

1. What task did Akbar set for the people?
2. Why did none of the courtiers except Birbal wish to compete for the prize?



3. Did Birbal take up the challenge for the prize? Give reasons in support of your answer.

**C.2. Answer the following questions in not more than 70 words:**

1. Do you think that the task set by Akbar was impossible? Give reasons.
2. Do you believe that Birbal really counted the crows?
3. What arguments did Birbal put forth in support of his claim?
4. Does the amount of prize matter when you take up a challenge? Justify your answer.

**D. LET'S INCREASE WORD POWER**

**D.1. Correct the spelling of the following mis-spelt words:**

mesenger    chalenge    imposible    disapointed    stuned

**D.2 Look at these sentences from the lesson:**

The words seriously, exactly and likely in the sentences given above have been made by adding '-ly' to the words serious, exact and like. Here, '-ly' is a suffix as it is added at the end of a word.

**Can you think of some more words which are formed in such a way? Write at least ten such words. Also use them to make meaningful sentences; e.g.**

slowly: The tortoise runs slowly

## E. LET'S LEARN GRAMMAR

### E.1. Look at the following sentences:

- (a) We accept our defeat, sir.
- (b) The messenger came back saying he had gone out - very busy counting crows.
- (c) Ha! Ha! Ha!
- (d) Shall we check?

In the sentence (a), a comma (,) is used to separate the word of address from the rest of the sentence. A full stop (.) is used at the end of the sentence. In sentence (b), a dash (-) is used to explain the purpose. In sentence (c), an exclamation mark (!) is used after an interjection. Similarly in sentence (d), a question mark has been used after the sentence asking a question.

### Put appropriate punctuation marks in the sentences given below:

- (a) Ram I am your friend
- (b) She had only one purpose in life to be a teacher
- (c) My friend you have got a chance now
- (d) Alas he is no more
- (e) Who is your best friend
- (f) How lovely the flower is
- (g) Can you tell me the answer
- (h) Bravo you have done well
- (i) She forgot her grandfathers name
- (j) No I cant do you favour

## F. LET'S TALK

Have you ever faced a challenge? Narrate your experience in class. Involve your classmates in discussion and encourage them to tell about the challenges they may have ever accepted or faced.

(**Hint:**Someone may challenge you to solve the puzzle.)

## G. LET'S WRITE

On the basis of the discussion done in F. LET'S TALK, write a paragraph, in about 100 words on:

'The challenge that I faced'

## H. ACTIVITY

### Work in groups

1. Collect some other stories of Akbar and Birbal and narrate them to the members of your group.
2. Enact the play 'Birbal's Wit'.



## Lesson 10

# THE ANT AND THE GRASSHOPPER

### A.WARMER

*Sometimes we ignore our duties. Have you ever done that?  
Why did you do it and what happened when you did so?*

In the cold region near the northern most part of the world, it was summer time.

Everyone there looked forward to summer after the horribly cold winter. The sun shone brightly and all the creatures were happy. The grasshopper was relaxing and playing music happily. He was content to play music and sit in the sun.



The ant kept scurrying up and down, carrying grains of wheat. She looked tired and hot. She must have worked for a long time.

‘Why are you bustling about in this weather?’ the grasshopper asked the ant.

‘I’m preparing for winter when there will be less food. And I think you should do so too!’ The ant replied.

The grasshopper ignored the advice of the ant. After the severe winter, the sun was perfect. The grasshopper was enjoying the sunshine far too much to start collecting food for the winter. So he lay on the warm grass and began to play his music again. Soon the winter came. The grass was cold and frosty, and the wind howled across the fields. The ant was sleeping happily in her home because her larder was full of corn and wheat. She knew that she had enough food to last the entire winter.

The grasshopper was starting to get hungry. He looked outside to see if there was grass to eat. But it was too cold for the grass outside to grow, and so there was no food for the grasshopper.

For a while the grasshopper wondered what to do. Suddenly he remembered that the ant would always have some food. So it went into the cold wind and walked to the ant’s house.

Please, may I have some of your food?’ the grasshopper begged.

The ant was angry and irritated because she had worked very hard to collect enough food for the long winter months ahead. ‘If you hadn’t been so lazy and had prepared for the winter, as I had suggested, you wouldn’t be hungry now. I don’t have any extra food for you.’ The ant went back to her warm fire and stocked cupboards, leaving the lazy grasshopper out in the cold. The grasshopper stood there not knowing what to do.

### WORDS TO KNOW

**grasshopper (n):** (ग्रासहॉप(र) टिड्डा a jumping and chirping insect

**region (n):** (रीजन) क्षेत्र area

**horribly (adv):** (हौरिबली) अत्यधिक extremely, very much

**creatures (n):** (क्रीच:ज) जीव living beings

**content (adj):** (कन्टेंट) संतुष्ट satisfied

**scurrying (v):** (स्कॅरींग) छोटे कदमों से तेज चलते हुए running or moving hurriedly with short quick steps

**bustling (v):** (बस्लिंग) व्यस्तता से कार्य करना working busily and energetically

**ignore (v):** (इग्नैः) अनदेखा करना pay no attention

**advice (n):** (अड्वाइस) सलाह, राय suggestion

**severe (adj):** (सिविय(र) बहुत अधिक harsh, extreme

**frosty (adj):** (फ्रॉस्टी) बर्फानी **cold with frozen dew**

**howl (v):** (हाउल) तेज आवाज **wailing noise**

**larder (n):** (लॉड(र)) भण्डार **place for storing food**

**wondered (v):** (वन्डर्ड) चिन्तित **failed to understand**

**beg (v):** (बेग) मांगना / याचना / प्रार्थना करना **ask for**

**irritated (v):** (इरिटेटेड) खिन्न हुआ **annoyed**

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

### **B.1. Answer the following questions orally:**

1. Why did all the creatures look happy?
2. What was the grasshopper doing during the warm weather?
3. What was the ant doing in the summer?
4. What advice did the ant give to the grasshopper?
5. What happened to the ant and the grasshopper during the winter season?
6. Why did the ant refuse to give food to the grasshopper?

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

### **C.1. Write whether the following statements are true (T) or false (F):**

1. The grasshopper looked very worried.
2. The ant didn't rest at all.

3. The grasshopper was responsible for his sufferings.
4. The ant was very generous and kind.
5. The grasshopper realised his mistake.

**C.2. Tick (✓) the right option that will complete each of the incomplete statements :**

1. The grasshopper had nothing to eat in the winter because
  - (a) it didn't save anything for winter
  - (b) the ant had deceived him
  - (c) its food was spoiled
2. The ant's store had
  - (a) enough food                      (b) very little food
  - (c) just enough food
3. The story tell us that
  - (a) one should enjoy one's life
  - (b) one should sympathise with others
  - (c) one should take care of one's future

**D. LET'S INCREASE WORD POWER**

**D. 1. Here are some jumbled words. Rearrange the letters in each word to create meaningful words:**

- (a) lohww      (b) cvaide      (c) netotcn      (d) lirobhyr      (e) tofsyr



**D.2. Match the words with their meanings. One has been done.**

region	total
creature	area
tired	idle
collect	gather
entire	sufficient
enough	exhausted
lazy	living beings

**E. LET'S LEARN GRAMMAR**

**Look at the words in bold in the following sentence from the story:**

**In the cold region** near **the** northern most part of the world, **it was** summer time.

In the sentence given above, 'in' is a preposition, 'the' is an article, 'cold' is an adjective, 'region' is a noun, 'it' is a pronoun, 'was' is a verb. Now pick out different parts of speech from the story and write them under the table below:

<b>Prepositions</b>			
<b>Articles</b>			
<b>Verbs</b>			
<b>Adjectives</b>			
<b>Nouns</b>			
<b>Pronouns</b>			

## F. LET'S TALK AND WRITE

**F.1. Read the information about grasshoppers in the box.**

**Ask and answer the questions such as the following:**

### Appearance

- Brown, with some darker markings
- Black herringbone pattern on hind femur
- Big hind legs for jumping
- 2 pairs of wings: forewings narrow and relatively hard; hind wings large, membranous
- Antennae not very long, 20-24 segments
- Conspicuous eyes
- Cerci (pair of appendages at end of abdomen) unjointed

### Where found

Grasshoppers are around in the spring and summer. They are most noticeable in the autumn. We can find them in grassy areas, small “vacant” lots and gardens. At night, we can find grasshoppers roosting on the leaves. In the summer and autumn, some grasshoppers fly into porch lights.

### How to catch them

Encourage students to bring in grasshoppers. Catching grasshoppers may require patience and determination. Grasshoppers are perceptive and can sense you when you are several feet away. You can swing an insect net or place the net over the plant while holding up the bottom of the net. With your hand gently coax grasshoppers into the net. They will walk or jump up into the net. Once in the net, gently pick up the

grasshopper and place it in a container. It is also possible to collect grasshoppers by very slowly moving a glass or plastic vial towards the grasshopper's head and they will jump into it.

- Which feature of the grasshoppers' appearance strikes you the most?
- Where are grasshoppers found?
- How many wings do they have?
- Which part of the body helps them to jump?
- What precautions one must take to catch grasshoppers?

## G. LET'S LISTEN AND WRITE

**Listen to the teacher and write.**

**Teacher should read out the following piece aloud and ask children to write. Students will not open their books while listening to the teacher.**

Have you ever wondered how ants are able to communicate with each other? They don't talk like human beings, so how do they let their buddies know when they've found a big pile of food, or if a predator is nearby?

Though ants might not speak like you or I do, they actually have a very detailed "language" that uses movement and...believe it or not, smell! Ants release a special type of chemical called "pheromones" – by smelling the pheromones, other ants are able to follow the scent trail to food, protect their young, or even protect each other in event of danger.

In addition to smell, ants will use touch to make a point. For example, if one ant finds a pile of food, it will rub its antennae and front legs on its neighbour to get its attention and pass on the good news! To help with this, their legs are covered in special hairs that make them even more sensitive and able to feel touch and vibrations.



## Lesson 11

# MY MIRACLE MOTHER

### A. WARMER

- 1. Tell your class the things for which you love your mother most.*
- 2. Do you think of your mother only when you are in pain and distress?*
- 3. Can a baby survive without the care of its mother? Why/ Why not?*

Mom, I look at you,  
And I see a walking miracle.  
Your unfailing love without limit,  
Your ability to soothe my every hurt,  
The way you are on duty, unselfishly,  
Every hour, every day,  
Makes me so grateful  
That I am yours, and you are mine.





With open arms and open heart,  
With enduring patience and inner strength,  
You gave so much for me,  
Sometimes at your expense.

You are my teacher,  
My comforter, my encourager,  
Appreciating all, forgiving all.

Sometimes I took you for granted, Mom,  
But I don't know, and I never will again.  
I know that everything I am today  
Relates to you and your loving care.

I gaze in wonder  
As I watch you being you—  
My miracle, mother.



**JOANNA FUCHS**

## WORDS TO KNOW

mom	(n)	: (माँ)	माँ	mother
miracle	(n)	: (मिरॅक्ल)	चमत्कार, करामात	marvel
unfailing	(adj)	: (अन्फेलइंग)	अनन्त, कभी न कम होने वाला	constant, lasting
ability	(n)	: (अबिलिटी)	योग्यता, क्षमता	talent
soothe	(v)	: (सूद)	कम करना, शांत करना	calm, pacify
unselfishly	(adv)	: (अनसेल्फिश)	निःस्वार्थ	not selflessly
grateful	(adj)	: (ग्रेटफुल)	कृतज्ञ, एहसानमन्द	thankful
endure	(v)	: (इन-ड्यूअ)	सहना, झेलना, बर्दाश्त करना	bear
patience	(n)	: (पेशन्स)	धैर्य, सहनशक्ति	tolerance
appreciate	(v)	: (अप्रीशिएट)	महत्व समझना, गुण पहचानना	recognize the value of
sometimes	(adv)	: (समटाइम्स)	कभी-कभी, यदा-कदा	at times
take it for granted	(Idm)	: (टेक इट फॉर् ग्रान-टेड)	सच मान लेना	take for certain
gaze	(v)	: (गेज)	एक टक देखना, टकटकी लगा के देखना	fix your eye on

## B. LET'S THINK AND TELL

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

1. Pick out some words from lesson that are used in praise of the mother.
2. Why is the poet grateful to her mother?
3. What is so great about mother's love for her child?

**B.2. Answer the following questions in a phrase or sentence:**

1. What is the poem about?
2. Can we measure the limitless love of a mother?
3. Why does the mother care for her child all the time?
4. Can anybody replace the mother?

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

**C.1. Answer the following questions:**

1. Why does the poet call her mother a miracle?
2. What does the poet mean by “my teacher, my comforter, my encourager”?
3. What is the attitude of the poet towards her mother? Support your answer with words from the poem.
4. What does the poet mean by “I am yours, and you are mine”?
5. Pick out the lines that express the narrator's sense of regret for not understanding the sacrifices her mother had made for him.

**C.2. Answer these questions on the basis of the poem:**

1. Make a list of the qualities of mother mentioned in the poem.
2. Write a few qualities of your mother.

**D. LET'S INCREASE WORD POWER**

**Look at these words:**

**unfailing****unselfishly**

Mark that 'un' in above words is a prefix. A prefix is placed before a word to add to or change its meaning.

**D.1. Which of the following words can take 'un'- as a prefix to make them opposites? Add 'un-' before them. Think of other prefixes that you can put before the words that don't take the prefix 'un-'.**

Word	New word
selfish	
grateful	
legal	
cover	
inform	
do	
recognise	
able	
mature	
equal	
honest	
certain	
understand	
familiar	
happy	
healthy	
literate	
kind	
possible	
married	



**D.2. Look at the following sentences:**

- (a) Sometimes I go by train.
- (b) I saw him sometime last summer.

‘Sometimes’ and ‘Sometime (Some + time)’ are two different words and therefore have different meanings. ‘Sometimes’ is an adverb modifying a verb as in sentence (a). ‘Sometimes’ means ‘occasionally’.

‘Sometime’ is a noun phrase naming some particular time as in sentence (b). It means ‘at some point of time’.

You can’t say “I sometime eat ice-cream” but you can say “I sometimes eat ice-cream”. Again, you can’t say “sometimes next week” but you can say “sometime next week.”

**D.3. Fill up the blanks with ‘sometimes’ or ‘sometime’ to complete the following sentences:**

- (a) He..... calls me.
- (b) He promised to meet me .....next week.
- (c) We must get together..... .
- (d) It is ..... difficult to know where to begin.
- (e) They played cricket and football and ..... enjoyed swimming.

**E. Rhyme time****E.1. Pick out the rhyming words from the help box and fill in the blanks to complete the rhyme. One has been done for you:**

My Mom is very lovely and ..... **kind**

There is no bound of her love which is .....

She always gives me blessings never .....

My mother is most valuable thing in the .....

Her affection does not want anything in .....

She spends everything on me without any .....

My Mom wants me to play in life a good .....

We ought to love and respect her with heart and .....

### Help Box

**curse   role   blind   universe   return**  
**soul   concern**

## G. LET'S TALK AND WRITE

### G.1. Work in groups and discuss the following:

Some children ill-treat their parents in old age.

Find out why this happens and suggest how it can be prevented.

## H. LET'S DO

**H.1. Mother's Day** is observed all over the world. In India, it is celebrated on the second Sunday of May.

### Work in groups and

1. Write a rhyme as a gift to your mother on **Mother's Day**.
2. Prepare a Mother's Day card.



## Lesson 12

# JESUS TO SUPPER

### A.WARMER

- 1. Have you ever heard of Jesus? If yes, say a few words about him.*
- 2. Do you remember any act of kindness which you have done to your neighbour, friend, relative or any poor person? Talk about one such incident /act.*

There lived a poor old man and his wife. They hardly have any source of income. But, they were very kind and loving. They wanted Jesus to visit their home. So, one day they invited him to supper . He accepted their invitation. The poor old couple went to market to buy some vegetable.They cooked the best dishes they could afford and waited for him, but Jesus was late in coming. The couple kept the food hot and waited for him. Time went by but Jesus Christ did not come.



When they had waited for a long time, an old beggar came to the door and asked for something to eat. The old woman felt pity on him but the couple was so poor that they did not have enough food even for one extra person. “Well, I’ll let him have my share,” the old woman thought. She went ahead and fed the beggar. The beggar thanked her and left.

The couple kept on waiting for Jesus; they kept on looking out of the door. Then a poor little boy came along. He looked cold and hungry. The old couple felt pity for him, so they took him in. The old man said to his wife, “I’m not very hungry; he can have my supper.”

So they fed the boy and let him sit and get warm. They asked the boy to stay there for the night. “No, I can’t,” said the boy. He thanked the old couple and went away. When the boy had left, the old man put on a coat to keep himself warm.



The old couple kept the fire going and Jesus’s supper ready. At last, they saw him coming. They went to meet him at the door and said, “We waited so long! We were afraid you’d never come.”

Jesus held their hands and said, “I’ve already been here twice.”

## WORDS TO KNOW

**supper (n):** (सप् अँ) रात्रि का भोजन **last meal of the day**

**beggar (n):** (बेगँ(र)) भिखारी **a person who lives by asking people for food and money**

**enough (adj) :** (इन्फ) पर्याप्त **sufficient**

**went ahead (verb phrase) :** (वेन्ट अँहेड) कार्यान्वित किया **decided**

**kept on waiting (verb phrase) :** (केप्ट अन वेटिंग) इन्तज़ार करते रहे  
**continued to wait**

**afraid (adj):** (अँफ्रेड) **feeling of fear** भयभीत

## B. LET'S THINK AND TELL

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

1. To which part of the day was Jesus Christ invited to have meals?
2. Why did the old woman give her share of food to the beggar?
3. How did the old man treat the boy?
4. Why did the old man agree to give the boy his share of food?

### B.2. Say 'Yes' for the true and 'No' for the false statements:

- (a) The couple was kind hearted.
- (b) Jesus had his supper with the couple.
- (c) The old beggar asked the couple for some clothes.
- (d) The couple could feed the entire town.
- (e) The old man gave his share of food to the beggar.

## C. LET'S THINK AND WRITE

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

1. Why didn't the little boy stay in the old couple's home?
2. "I've already been here twice," Jesus replied. Name the two occasions when he came to their house and in what appearance did he come there.
3. Why do you think Jesus came to the house of the old couple in different appearances?

### C. 2. Rewrite the following sentences in the order in which they appear in the story:

I've already been here twice.

They kept the fire going.

An old beggar came to the door.

A poor little boy came along.

They invited Jesus Christ to supper.

He was late in coming.

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## D. LET'S INCREASE WORD POWER

**D.1. Pick out words from the story that are opposite in meaning to the following words and write them in the space given :**

- |                      |       |
|----------------------|-------|
| refuse (para 1)      | _____ |
| very little (para 2) | _____ |
| warm (para 3)        | _____ |
| take off (para 4)    | _____ |
| fearless (para 5)    | _____ |

**D.2. Match the expressions/ phrases in column A with their meanings in column B.**

### A

- afford to
- to come along
- let him have
- feel pity
- to put on
- to keep the fire going

### B

- to keep the food warm
- to be able to spend
- to wear
- to arrive
- allow him to take
- have mercy

## E. LET'S LEARN GRAMMAR

### E.1. 'Some' and 'Any'

We use “**some**” with uncountable nouns and plural nouns to talk about a quantity of something or a number of people or things without being precise. We normally use “**some**” in affirmative sentences.

Some trains are running late.

I have left some food for you in the fridge.

There's some chocolate cake over there.

The basket has some mangoes in it.

We use “**some**” in questions when we expect the answer to be “yes”, for example in offers or requests.

Would you like some coffee?

Could you give me some examples?

We can use “**some**” with a singular noun when we do not know which person or thing is involved, or you think it does not matter.

Some man phoned, but he didn't leave his number.

Is there some problem?

### Any

We use “**any**” in front of plural and uncountable nouns to talk about a quantity of something that may or may not exist. We normally use “**any**” in questions and negative sentences.

Are there any apples in the basket?

I didn't sing any songs.

We use “**any**” with a singular noun to emphasize that it does not matter which person or thing is involved.

Any dictionary will do.

We can use “no” with an affirmative verb instead of “not any”.

There aren't any tomatoes left.

There are no tomatoes left.



We can also use “not” and “any”, or “no” with a comparative.

Anil’s bicycle isn’t any better than Anita’s.

Anil’s bicycle is no better than Anita’s.

**E.1.1. Tick (✓) the correct option in each sentence given below:**

- a. You can’t buy **some/any** posters in this shop.
- b. Peter has bought **any/some** new books.
- c. You should eat **any/some** fresh fruit.
- d. He never does **any/some** work.
- e. I’m looking for **some/any** good music.
- f. There are **some/any** apples on the table.
- g. She always takes **some/any** sugar with her coffee.
- h. I have **any/some** magazines for you.
- i. There aren’t **some/any** pencils in my bag.
- j. Here are **any/some** cornflakes, but there isn’t **some/any** milk.
- k. Can I have **any/some** oranges?
- l. Did you see **any/some** dolphins in the Ganges?
- m. Would you like **any/some** more tea?

**F. LET’S TALK**

Work in groups and tell one another what you eat during six meals a day:

Breakfast, Brunch, Lunch, High Tea, Dinner, Supper

**You can ask and answer each other the following questions. You may add a few more questions:**

**Q:** What time of the day do you take breakfast?

**A:** I generally take breakfast at 8 am.

**Q:** What do you prefer to eat in breakfast?

**A:** I prefer bread and omelette and a glass of milk.

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

## **G. LET'S WRITE**

**G.1. Write three 'DOs' and three 'Don'ts' to show respect and attention to our guests:**

<b>DOs</b>	<b>DON'Ts</b>

**G.2. Write a short paragraph on ‘Athithi Devo Bhava’ based on the impression you have got from the story.**

## **H. ACTIVITY**

**H. 1. Here are some ways in which we can show respect to others.**

**List some more :**

Treat them well.

Listen to them carefully.

Don't be arrogant.

Greet them appropriately.

