

### Activity 8

You are the Principal of your school. Write a notice mentioning that your school is going to hold a science exhibition on the 15th of next month. It is mandatory for all the students to participate and make a science project. Final selection of science projects will take place a week before the exhibition. The class teachers will select the best three projects in each class.

### Learning to use Language

Look at the following information as in (January 2020) about Virat Kohli.

BATTING	TEST	ODI	TWENTY 20 INTERNATIONAL	FIRST CLASS CRICKET
MATCHES	84	245	78	116
INNINGS	141	236	72	189
RUNS	7202	11792	2689	9451
BALLS	12457	12626	1941	16360
HIGHEST	254* vs South Africa	183 vs Pakistan	94* vs West Indies	254* vs South Africa
AVG	54.97	59.85	52.72	54.94
SR	57.81	93.39	138.53	57.76
NOT OUT	10	39	21	17
FOURS	805	1109	250	1118
SIXES	22	120	74	37
50s	22	57	24	30
100s	27	43	0	34

### Activity 9

Study the chart above and answer the following questions.

1. What is the highest score of Virat Kohli in First Class Cricket?

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2. What is his batting average in One Day Internationals?

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3. How many sixes has Virat Kohli hit in Test Cricket till now?

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4. How many runs has he made in One Day Internationals?

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5. How many centuries has he hit in Twenty 20 Internationals?

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### Activity 10

Write 6-8 sentences on Virat Kohli's performance in Test Cricket. Use the information in the chart given above to write the paragraph. Begin your paragraph with:

Virat Kohli is one of the greatest batsmen today. He is the captain of Team India.
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He has played...
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# The Princess Who Never Smiled

## Pre-reading

Dictionary Reference: Learning New Words

### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

princess	amuse	tricks	clown	mime
journey	scarce	nervous	appeared	magician

## Reading

### Let us read the story

#### The Princess Who Never Smiled

This is a very old story from Russia.

There was a princess in Russia. Her name was Tanya.

Tanya was very beautiful but she never smiled or laughed.

Her father, the king, loved her very much but he kept worrying because she never smiled. Even the queen was worried.

King (said to himself): I must find a way to make my daughter happy. I want to see her smiling!

And he had an idea.



He called a magician to amuse his daughter. The magician showed the princess some tricks.

King (to the princess): Ha, ha, ha... Isn't this funny?

Princess (to the king): Yes, father. The tricks are good, but they do not make me smile.

He also called a clown to make her smile.

King (to the princess): Ha, ha, ha.. Isn't this funny?

Princess (to the king): Yes, Father. The clown is funny, but he doesn't make me smile.

The clown even tried to make her laugh with a mime.

King (to the princess): Ha, ha, ha.... Isn't this funny?

Princess (to the king): He is good, but he does not make me smile.

Finally, he decided to tell all the people in the country that anyone who makes the princess laugh would get to marry the princess. People from all over Russia went to the king's palace to try to make the princess laugh, but none of them could do it.

Very far from the palace, there lived a poor boy. His name was Ivan. He worked for a farmer. When he heard about the king's promise, he wanted to take a chance at making the princess laugh. He thought that he could make her laugh. The farmer gave the boy three gold coins for the journey.

On his way, he found a lake. In the lake, there was a fish. The fish called him.

Fish (to Ivan): Oh! Can you help me, please?

Ivan (to the fish): How can I help you, fish?

Fish (to Ivan): I have lived in this lake for a long time. Now the water is getting dirty. I don't want to live here anymore, but I am too poor to find a new house.

Ivan (to the fish): I am so sorry, Fish. I have three gold coins. I can give you one. I'll still have two for my journey. I am going to meet the princess.

Fish (to Ivan): How can I thank you?

Ivan (to the fish): Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued walking. He saw a big field. In the field, there was a mouse. The mouse called him.





Mouse (to Ivan): Hello, young man. Can you help me?

Ivan (to the mouse): How can I help you, Mouse?

Mouse (to Ivan): I have lived in this field for a long time. Now food is becoming scarce. I don't want to live here anymore, but I am poor.

Ivan (to the mouse): I am so sorry, Mouse. I have two gold coins. I can give you one. I'll still have one for my journey. I am going to meet the princess.

Mouse (to Ivan): You are very kind. How can I thank you?

Ivan: Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued travelling. He came to a forest. There was a grass-hopper in the forest. And the grass-hopper called him.

Grass-hopper (to Ivan): Hello! Can you help me?

Ivan (to grass-hopper): How can I help you, Grass-hopper?

Grass-hopper (to Ivan): I have lived in this forest for a long time. Now it is getting very hot. I don't want to live here anymore, but I am poor.

Ivan (to grass-hopper): I am so sorry, Grass-hopper. I have one gold coin. I can give it to you. I will make my way. I am going to meet the princess.

Grass-hopper (to Ivan): You are very kind. How can I thank you?

Ivan (to grass-hopper): Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued travelling. He was hungry and very tired. He had no money to buy food. He reached the palace. He saw the princess. She was standing by her window. She was looking at him. He became nervous because the princess was looking at him. He fell into a hole.

Ivan (shouting): Help! Someone, help me!

Suddenly, the fish, the mouse and the grass-hopper appeared.

All three (fish, mouse and grasshopper): Don't worry! We will save you!

The three of them pulled the boy from the hole.



Princess Tanya was watching everything from her window. She started laughing. It was the funniest thing she had ever seen. She laughed and laughed. She kept laughing. The king was passing by her room. He saw that the princess was laughing. The king became very happy. He also started laughing. Within no time, the queen was laughing, the ministers were laughing, the servants were laughing, the guards were laughing and all the people were laughing. Ivan was also laughing.

The king kept his promise. The kingdom came to know that Ivan and the princess were getting married. They got married. Ivan became a prince. He went to the king.

Ivan (to the king): My friends are very dear to me. I am keeping them in the palace.

King (to Ivan): I have no problem. They had also made the princess laugh.

From that day on, the palace became a happy place. It was full of smiles and laughter. Ivan, Princess Tanya and his friends were smiling, the king was smiling, the queen was smiling, the ministers were smiling, the servants were smiling, the guards were smiling and all the people were smiling.

### Post-reading

#### Vocabulary Expansion

#### Activity 2

Rearrange the jumbled words given in capitals on the right side to mean the following.

- |                                |       |          |
|--------------------------------|-------|----------|
| 1. the daughter of a king      | _____ | RIPCSESN |
| 2. to entertain                | _____ | ESUMA    |
| 3. a skillful act              | _____ | TKCRI    |
| 4. a joker                     | _____ | WONCL    |
| 5. a place where kings live    | _____ | ECALAP   |
| 6. a performance with no words | _____ | MMIE     |
| 7. king's courtier             | _____ | MRETISNI |
| 8. not enough                  | _____ | SACREC   |
| 9. frightened and tensed       | _____ | SOURNEV  |
| 10. become visible             | _____ | EARPPA   |

#### Learning to Read and Comprehend

### Activity 3

Answer the following questions.

1. Why was the king worried about Tanya, the princess?

.....

2. What did he do to amuse his daughter?

.....

3. What did the magician do?

.....

4. What did the clown do?

.....

5. What did the king do when the princess did not smile?

.....

6. Who was Ivan?

.....

7. What did Ivan want to do?

.....

8. Who all did he meet on his way to the palace?

.....

9. What did they want?

.....

10. What did Ivan give each of them?

.....

11. Where was the princess?

.....

12. What was she doing?

.....

13. What happened when Ivan fell into a hole?

.....

14. Why did she start laughing?

.....

15. What did the king do?

.....

#### Activity 4

Select the correct option and fill it in the given blank.

1. Princess Tanya was a pretty girl but she did not \_\_\_\_\_.

- a. smile
- b. walk
- c. speak

2. The king called \_\_\_\_\_ to amuse her.

- a. a magician
- b. a clown
- c. a magician and a clown

3. The farmer gave Ivan three \_\_\_\_\_ coins.

- a. silver
- b. copper
- c. gold

4. Ivan met a \_\_\_\_\_ first of all.

- a. mouse
- b. fish
- c. grass-hopper





5. Ivan gave \_\_\_\_\_ to the mouse.
- one coin
  - two coins
  - three coins
6. The princess was standing by her \_\_\_\_\_ .
- window
  - garden
  - tower
7. Ivan fell into a \_\_\_\_\_ .
- river
  - lake
  - hole
8. The princess laughed on seeing the small animals \_\_\_\_\_ the fish, the mouse and the grass-hopper trying to \_\_\_\_\_ Ivan to save him.
- pull up
  - push down
  - push away

## Learning Language

### Tenses

As you understand, the verbs are important part of sentences. Verbs tell us the time of action. You are already familiar with the Simple Present Tense and the Simple Past Tense. Now read the following:

- Nowadays, the water is getting dirty.
- Nowadays, food is becoming scarce.
- Nowadays, it is getting very hot.
- I am going to meet the princess.

What do you see? Have the action words (verbs) such as 'getting' , 'becoming' , 'going' been used in their first forms? No. Is the action happening currently? Yes. It is happening in the present. Is the action continuous? Yes, it is. We use -ing words to show that the action is happening. The helping verbs 'is' , 'am' , 'are' with '-ing' verb form (getting , becoming ) help to show that the action is happening in the present and is continuing . Sentences of the Present Continuous Tense have the following format:

### Affirmative

I	am	laughing (verb in its first form + -ing).
He/She/It/Singular Nouns	is	
We/You/They/Plural Nouns	are	

### Negative

I	am not	watching (verb in its first form + -ing)	a film.
He/She/Singular Nouns	is not		
We/You/They/Plural Nouns	are not		

#### Activity 5

Complete the following sentences using Present Continuous Tense of the verb given in the brackets (Capitalize when needed).

1. My teacher \_\_\_\_\_ (talk) on the phone right now.
2. \_\_\_\_\_ you \_\_\_\_\_ (dance)?
3. Cheeku \_\_\_\_\_ (do) his homework at the moment.
4. Shanti \_\_\_\_\_ (work) on a project nowadays.
5. My kids \_\_\_\_\_ (play) in the garden now.
6. Some people \_\_\_\_\_ (wait) to talk to you.
7. I \_\_\_\_\_ (not go) for a walk today.
8. \_\_\_\_\_ Leena (study) \_\_\_\_\_ for his exam right now?
9. \_\_\_\_\_ Uma \_\_\_\_\_ (play) the piano now?
10. Mohan and I \_\_\_\_\_ (paint) the fence today.
11. Amita \_\_\_\_\_ (help) me at present.
12. My children \_\_\_\_\_ (not listen) to the radio now.
13. Saira \_\_\_\_\_ (not drink) tea now.
14. I \_\_\_\_\_ (vacuum) the carpet right now.
15. My father \_\_\_\_\_ (watch) TV now.

16. What \_\_\_\_\_ she \_\_\_\_\_ (eat) right now?
17. \_\_\_\_\_ your dog \_\_\_\_\_ (hide) from me?
18. Which book \_\_\_\_\_ you \_\_\_\_\_ (read) nowadays?
19. Thomas \_\_\_\_\_ (drive) me home now.
20. I \_\_\_\_\_ (wash) my hands at the moment.

Now read the following.

Princess Tanya was watching everything from her window. She started laughing. It was the funniest thing she had ever seen. She laughed and laughed. She kept laughing. The King was passing by her room. He saw that the princess was laughing. The King became very happy. He also started laughing. Within no time, the queen was laughing, the ministers were laughing, the servants were laughing, the guards were laughing and all the people were laughing. Ivan was also laughing.

What do you see? Have the action words (verbs) such as 'watching', 'passing', 'laughing' been used in their first forms? No. Is the action happening currently? No. It has happened in the past. Was the action continuous? Yes, it was. We use -ing words to show that the action was happening in the past. The helping verbs 'was/were' with '-ing' verb form (laughing, watching, passing) help to show that the action was happening in the past and was continuing at the time of speech. Sentences of the Past Continuous Tense have the following format:

#### Affirmative

I/He/She/Singular Nouns	was	watching (verb in its first form + -ing)	a film.
We/You/They/ Plural Nouns	were		

#### Negative

I/He/She/Singular Nouns	was not	watching (verb in its first form + -ing)	a film.
We/You/They/ Plural Nouns	were not		

### Activity 6

Supply the suitable forms of verbs given in the brackets. The first one is done for you.

1. I was shopping (shop) when you called.
2. Students \_\_\_\_\_ (play) happily when I reached the class.
3. I told him but he didn't hear me as he \_\_\_\_\_ (watch) the news.
4. Sheela and Khyati \_\_\_\_\_ (work) in the office when the boss walked in.
5. The Knight Riders \_\_\_\_\_ (warm up) when the Mumbai Indians arrived at the stadium.
6. While Minesh was praying, Kiran \_\_\_\_\_ (bake) a cake.
7. I \_\_\_\_\_ (drive) when you called, so I couldn't answer.
8. I saw Meena yesterday when she \_\_\_\_\_ (walk) by the river.
9. My mother \_\_\_\_\_ (cook) and my father \_\_\_\_\_ (dust) the house yesterday.
10. Shanti \_\_\_\_\_ (boil) milk when Rita came.

### Learning to Listen

#### Activity 7

Let us play a game today. Get up from your seats. The name of the game is, 'The Princess Says ...'. You will follow the commands of your teacher. She/he will give you commands to follow. Commands will begin with the phrase 'The Princess Says...'. If the teacher does not say 'The Princess Says...' before a command (i.e. hold your left ear); you will not follow the command. If you still follow the command, you will be out of the game. The last person left wins.



Learning to Speak (Pair work)

Activity 8

Imagine that you are talking to your friend on the phone. Tell each other about four things that you and your family members are doing. You can pick words from the following table.

wash	dance	cook	pray	dust	jump
watch	laugh	clean	make	draw	help

You can start with

A: Hello, I am \_\_\_\_\_ (name) speaking! Who is on the line?

B: Hello, I am \_\_\_\_\_ (name) speaking!

A: Oh! What are you doing?

B: I am \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

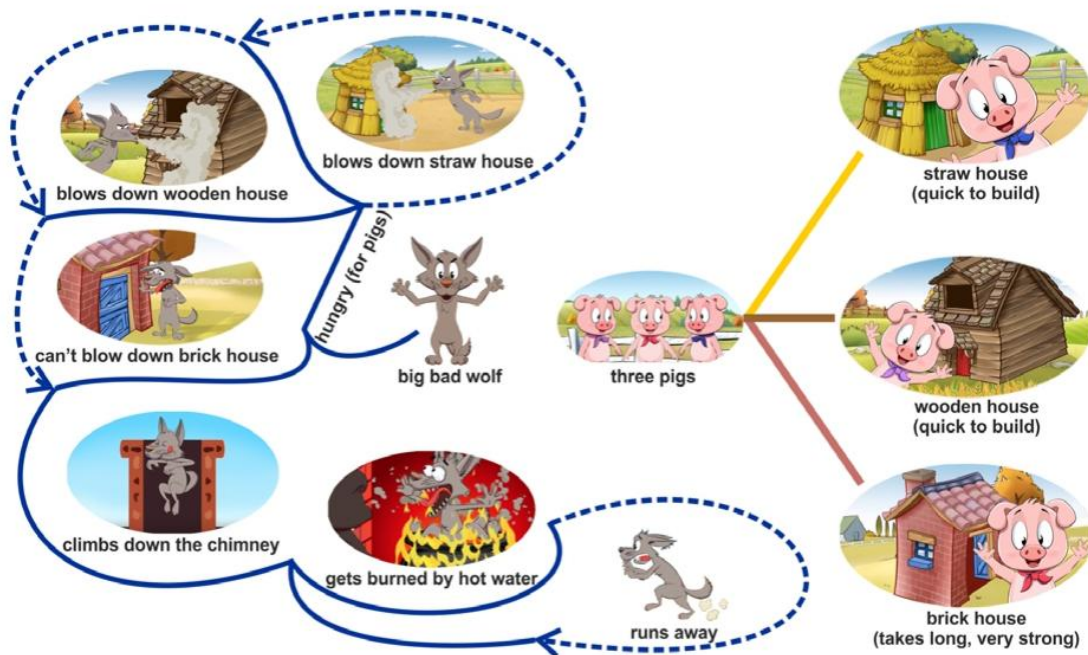
A: \_\_\_\_\_.

B: \_\_\_\_\_.

## Learning to Write

### Activity 9

A mind map of a story is given below. The name of the story is 'The Three Pigs'. Using the mind map, write your story about the three pigs and the wolf. All the hints and useful words are given in the mind map.




## Learning to Use Language

### Activity 10

Read the dialogue between a dinosaur and a sparrow. Dinosaur is an extinct animal and sparrow is about to become extinct. Radiation from mobile phone towers has harmed sparrows and other birds. Complete the dialogue by taking information from the given table.



### About Dinosaurs

1.	First appeared	235 million years ago
2.	Class	Reptile
3.	Size	Different sizes, 20 inches to 39.7 meters
4.	Height	59 feet (largest dinosaurs)
5.	Life on Earth	150 million years
6.	Extinction	66 million years ago
7.	Cause of Extinction	Asteroid hit on Earth
8.	Result of the asteroid hit	Mass extinction of most species on Earth

### Dialogues

**Sparrow:** Hello, stranger! You are so huge. How can I help you?

**Dinosaur:** Oh, hello! Actually I am not a stranger. I used to live here 66 million years ago. Humans call us Dinosaurs. So I'm just exploring how much the planet has changed.

**Sparrow:** Oh, really! How much has it changed?

**Dinosaur:** Oh, it has changed so much. I don't like the change. There were no humans and buildings when I used to live—no pollution, no global warming.

**Sparrow:** Oh, tell me more, Sir!

**Dinosaur:** There were trees all around.  
We were everywhere - on land, in the air and in water.

**Sparrow:** Oh, wow! What were they called?

**Dinosaur:** Humans have named the flying  
Dinosaurs as PTERODACTYL.



Pterodactyl

**Sparrow:** And what about the ones that lived in the water?

**Dinosaur:** They have been named as SPINOSAURUS.

**Sparrow:** Mr Dinosaur, I have so many questions to ask you.

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# Lesson 8An Earthquake

### Pre-reading

#### Dictionary Reference and Learning New Words

##### Activity 1

Look up the following words/phrases in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

trembling	confirmed	crashing down	stood tall	fragmented
crawls	rubble	debris	cosy	tombs

### Reading

#### Let us read the poem

##### An Earthquake

As I lay wide awake  
 My beds began to shake.  
 Was my fear real or fake?  
 The trembling fan confirmed the quake.  
 The houses came crashing down  
 “Oh, my God!” cried the whole town!  
 A moment ago, the town stood tall  
 Now fragmented, on the ground, it crawls.  
 Turned to rubble, changed into debris  
 Houses, roads, parks and trees.



Everywhere, everything is found  
Kissing and talking to the ground.

People out of their cosy homes  
Some of which have now become tombs.

—Vandana Luyal

### Post-reading

### Vocabulary Expansion

#### Activity 2

Write five pairs of rhyming words from the poem.

1. \_\_\_\_\_ , \_\_\_\_\_
2. \_\_\_\_\_ , \_\_\_\_\_
3. \_\_\_\_\_ , \_\_\_\_\_
4. \_\_\_\_\_ , \_\_\_\_\_
5. \_\_\_\_\_ , \_\_\_\_\_

#### Activity 3

Have you ever experienced an earthquake? It may result in a disaster if the earthquake is big. There are two types of disasters – natural and man-made. Study the image below.



Look at the picture on the previous page and make a list of all the natural as well as man-made disasters.

Natural Disasters	Man-made Disasters
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

### Learning to Read and Comprehend

#### Activity 4

Answer the following questions.

1. What is the poem about?  
\_\_\_\_\_
2. What happened as the poet lay awake?  
\_\_\_\_\_
3. How did the poet come to know about the earthquake?  
\_\_\_\_\_
4. What confirmed the poet's fear about the quake?  
\_\_\_\_\_
5. What happened after the quake? Make a list.  
\_\_\_\_\_

## Read and Under stand

### Activity 5

Explain the meaning of the following lines from the poem.

1. Kissing and talking to the ground

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2. Some of which have now become tombs

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## Learning Language

### Prepositions

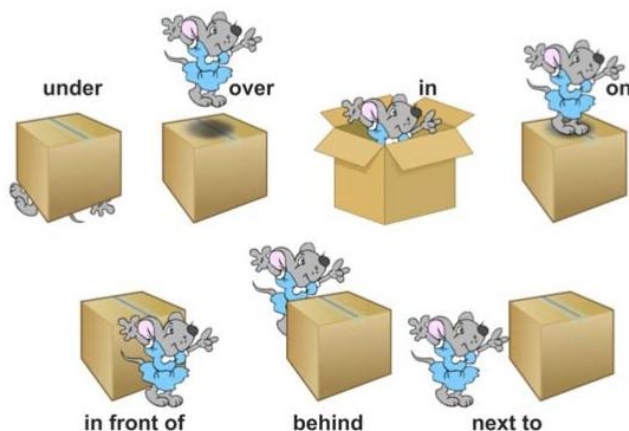
Read the following sentences.

1. Your pencils are in the box.
2. The woman sat on the bench.
3. The helicopter flew over the house.
4. The earthquake changed the houses into debris.
5. Simran felt the earth shaking beneath her feet.

The words 'in', 'on', 'over', 'into' and 'beneath' show relation of (1) the pencils and the box, (2) the woman and the bench, (3) the helicopter and the house, (4) the earthquake, the houses and debris (5) Simran, the earth and feet.

Hence prepositions:

- a. relate nouns/pronouns with other words in a sentence
- b. are always followed by a noun (object)





### Activity 6

Choose suitable prepositions from the box to fill in the given blanks. The first one is done for you.

on	to	by	from	in front of
with	at	into	behind	for

1. There are trees in front of our house.
2. Look \_\_\_\_\_ the blackboard.
3. Keep the bags \_\_\_\_\_ the table.
4. The boy is looking \_\_\_\_\_ an answer.
5. We went \_\_\_\_\_ bus to Amritsar.
6. He travelled with me \_\_\_\_\_ Chandigarh to Patiala.
7. The girl stood \_\_\_\_\_ the bench.
8. Look \_\_\_\_\_ the bags for our papers.
9. Go \_\_\_\_\_ Sameer to the market.
10. Run \_\_\_\_\_ call the man.



### Activity 7

Using the words followed by preposition, make sentences of your own. The first one is done for you.

interfere with	fit for	confident of	sorry for	mix with
make fun of	prays at	acted upon	bent on	superior to

1. I do not let my music lessons interfere with my studies.
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Activity 8

Practise the following poem with your partner.

#### Mynah

In a cold month  
Under the cloudy sky  
Near the dark forest  
Beside the rumbling river  
On the sandy bank  
Under the green tree  
Sat a twittering mynah.

—Vandana Lunyal

### Learning to Listen

#### Dictation

### Activity 9

Listen to your teacher regarding an earthquake scene and fill in the blanks.

1. The \_\_\_\_\_ is creaking and rattling.
2. Books are \_\_\_\_\_ from the bookcase.
3. \_\_\_\_\_ are swinging.
4. The bookcase \_\_\_\_\_ on the floor.
5. The \_\_\_\_\_ are rattling.
6. There are \_\_\_\_\_ outside.
7. A car alarm \_\_\_\_\_.
8. Dogs are \_\_\_\_\_.

9. A baby is \_\_\_\_\_.
10. \_\_\_\_\_are shouting.
11. The \_\_\_\_\_is making temple bells ring.
12. There are \_\_\_\_\_sounds from bricks falling to the ground.
13. Trees \_\_\_\_\_are swaying.
14. Drop, take cover and \_\_\_\_\_on to an object.
15. Stay in the Drop, \_\_\_\_\_and Hold On position under your desk.



**Learning to Speak** (Pairwork)

**Activity 10**

You have read a newspaper report on the Tsunami warning issued for Kanyakumari. Tell your partner about what you have read. Your partner will ask you questions on Tsunami. The given image will help you understand what a Tsunami is.



### Learning to Write (Group work)

#### Activity 11

India and the whole world suffered an attack of novel coronavirus due to which everyone had to stay at home. It was done to stay away from other people who might be infected with the virus. It is called 'SOCIAL DISTANCING'. Make a list of Do's and Don'ts that the Government and the TV channels were telling us.

Do's	Don'ts

### Learning to Use Language

#### Activity 12

Study the following table and the picture. Take hints from the picture and write 5 points on how you saved yourself and your friend when an earthquake came when you were having lunch during your school break.

Your Location	Do	Don't
Indoors	drop, take cover under a strong table or desk and hold on. stand near the innerwall or sit by strong furniture and cover your head and neck with your arms.	stay close to windows, fire places, appliances such as the fridge or TV stay close to cupboards or furniture or any other object that may topple or fall.
Outdoors	stay in an open area, away from any walls or trees.	stay close to any walls or trees, electric poles, power lines, street lights, etc.





<p>Last year in the month of April, my friend and I were sitting alone in our classroom.</p> <p>It was break time and we were having lunch. Suddenly, I saw the fan in our class shaking. I realized it was an earthquake. We got scared. We heard children screaming.</p> <p>I quickly...</p>

# A Treasure Hunt

## Pre-reading

### Dictionary Reference and Learning New Words

#### Activity 1

Look up the following words/phrases in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

ancient	treasure	swept across	huddled	skilfully
mounted	set off	thrilling	braved	realized

## Reading

### Let us read the story

#### A Treasure Hunt

One day, Sagar went to a library. There, he found an ancient book. He flipped through the pages of the book. In the book, he saw a big sheet folded neatly. He opened the sheet and saw that it was a treasure map. "Hurray! I'm going to find this treasure and have some fun", he said to himself. Sagar set off for the treasure hunt. He walked and walked and finally reached a forest. In the forest, he met a lion. "You are strong and brave! I am going



on a treasure hunt. Will you come with me?" said Sagar to the lion. The lion agreed to go with him. They both went into the forest. The forest was dense and dark. Sagar was scared, but they crossed the forest easily because the lion was by his side. Then the two of them reached a mountain. There, they met an eagle. "You have excellent eyesight and you can alert us to dangers! We are looking for treasure. Will you come with us?" said Sagar to the eagle. The eagle agreed and joined the two. The mountains were tall and craggy. The lion slipped on the mountain but Sagar quickly caught him and gave him a hand. The lion thanked Sagar when he pulled him up. The eagle watched every step they took with his sharp eyes.

Soon, they reached a valley. There, they met a sheep. "Will you join us in a treasure hunt and keep us warm when it's cold?" Sagar asked the sheep.

The sheep agreed and joined the lion, the eagle and Sagar. A cold wind swept across the valley. They all huddled against the sheep who kept them warm and cosy.

The four finally reached the desert where they saw a camel. "You are called the ship of the desert. Will you join a treasure hunt and help us get across the desert?" Sagar asked the camel. The camel agreed. The lion, the sheep and Sagar mounted the camel and set off happily across the vast desert.

The eagle kept guiding them. The camel began galloping. Crossing the desert on the camel's back was thrilling!

The five finally reached the ocean where they met a turtle. "Can you help us to cross the ocean? We are on a treasure hunt!" said Sagar to the turtle. The turtle agreed and joined the lion, the eagle, the sheep, the camel and Sagar. The rough waves almost drowned them but the turtle swam skilfully and took them across the ocean.

The six of them met an owl on the other side. The old owl spoke from his ancient wisdom, "Congratulations! You have found the treasure!" "Where is it?" they all asked in surprise. "Together, you have crossed the forest, climbed the mountains, braved the desert and swum across the ocean. You could never have done it without the help of one another!" said the owl. They all looked at one another and realized that the owl was right. They had found friendship! Indeed, they had found the greatest treasure ever!



## Post-reading

### Vocabulary Expansion

#### Activity 2

Choose suitable phrases from the box to write below each image.

a dense forest	a galloping camel
craggy mountains	a swimming turtle





## Learning to Read and Comprehend

### Activity 3

What is meant by the bold words in the following sentences? The first one has been done for you.

1. The eagle agreed and joined the two.

The word 'two' refers to the lion and Sagar.

2. The eagle watched every step they took with his sharp eyes.

.....

3. There, they met a sheep.

.....

4. Will you join us in a treasure hunt and keep us warm when it's cold?

.....

5. You are called the ship of the desert.

.....

6. The four finally reached the desert.

.....

7. The rough waves almost drowned them.

.....

8. Indeed, they had found the greatest treasure ever!

.....

### Activity 4

Answer the following questions.

1. What did Sagar find in the library?

.....

2. What did he plan to do?

.....

3. Where did Sagar go first? Whom did he meet there?

.....

4. Why did Sagar feel scared in the forest?

.....

5. Where did Sagar and the lion go from the forest?

.....

6. What did Sagar ask the eagle to do? Why?

.....

7. Who did they meet in the valley?

.....

8. How would the sheep help Sagar and others?

.....

9. How did the camel help them?

.....

10. What did the turtle do to help them?

.....

### Activity 5

Discuss the following in groups and explain it in the given space.

"Congratulations! You have found the treasure!"

What did the owl want to tell Sagar and his companions?

.....

.....

.....

## Learning Language

### Parts of Speech

Till now, we have done nouns, pronouns, verbs, adjectives, adverbs, prepositions etc. They are called parts of speech. Let us revise them once again through some activities.

#### Activity 6

Read each sentence below and look carefully at the underlined words.

If the word names a person, place, thing or idea, it is a NOUN. Write N in the given space.

If the word shows an action, it is a VERB. Write V in the given space.

If the word describes a noun, it is an ADJECTIVE. Write A in the given space.

1. Maria picked a fresh rose from the garden for her aunt. [\_\_\_\_\_]
2. Does anyone have a rose garden? [\_\_\_\_\_]
3. The puppy rose and patted his mother for attention. [\_\_\_\_\_]
4. He will book a hotel room for you. [\_\_\_\_\_]
5. I bought a new book. [\_\_\_\_\_]
6. Do you know of a book club? [\_\_\_\_\_]
7. Corner the mouse if you want to catch it. [\_\_\_\_\_]
8. Corners of my book were torn. [\_\_\_\_\_]
9. I live in the corner house. [\_\_\_\_\_]
10. Some paper yellow with age. [\_\_\_\_\_]
11. Diana needs yellow paint to make the painting. [\_\_\_\_\_]
12. Yellow is a nice colour. [\_\_\_\_\_]
13. I like baby pink colour. [\_\_\_\_\_]
14. The baby kept crying. [\_\_\_\_\_]
15. My grandmother likes to baby me. [\_\_\_\_\_]

## Learning to Listen

### Dictation

#### Activity 7

Your teacher will speak some words from the story. Listen carefully and write their spellings.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

## Learning to Speak

#### Activity 8

Read the following poem with proper pronunciation. Put more **STRESS** on the bold words in each line. Remember poems are to be read and not sung like nursery rhymes. (The teacher must help the students.)

### Sympathy

I lay in sorrow, deep distressed  
My grief a proud man heard  
His looks were cold.  
He gave me gold.  
But not a kindly word.  
My sorrow passed - I paid him back  
The gold he gave to me.  
Then stood erect and spoke my thanks  
And blessed his charity.  
I lay in want, in grief and pain.  
A poor man passed my way.  
He bound my head.  
He gave me bread.



He watched me night and day.  
How shall I pay him back again  
For all, he did to me?  
Oh! Gold is great. But greater far  
Is heavenly sympathy!

—Charles Mackay

### Learning to Write

#### Activity 9

Read the following messages that people write for their friends and family on their birthdays.

1. May your special day be filled with love, laughter and happiness. You deserve it.
2. Choose to celebrate your birthday, the way you like. May your birthday bring you the happiness and the good health you deserve.
3. Wishing you happiness and success in your life/in the coming years.
4. It is always good to remember you, my friend, especially on your birthday. Enjoy! Make it unforgettable!
5. I am so sorry that I forgot your birthday. Belated Happy Birthday.
6. I can't believe, I missed your birthday. I am so sorry. Wishing you a very happy birthday and success in everything you do.

#### Activity 10

You forgot to wish your friend on his or her birthday. Write a birthday message for your friend in the card given below.



You must:

1. say sorry to your friend for forgetting to wish him/her
2. give belated wishes to your friend in the message
3. wish your friend happiness, success in life and good health

Some useful words/phrases :

- |              |                        |
|--------------|------------------------|
| 1. apologise | 7. many happy returns  |
| 2. forget    | 8. happiness           |
| 3. wish      | 9. sincerely           |
| 4. deserve   | 10. success/successful |
| 5. celebrate | 11. future             |
| 6. belated   | 12. good health        |

You may begin your message with:

Dear/Dearest _____ (Name)
_____ (Your Name)
_____ (Date)

## Learning to Use Language

### Writing a story

#### Activity 11

Write a short story (100 words) using the following words. An outline is given below.

Your story must have:

- a beginning
- a middle/ the main story
- a conclusion

#### Outline

the sun and the wind — friends — one day — an argument — who is stronger — decided to test their strength — saw a man walking — the challenge — to remove the coat — using the strength — wind used its strength — blew hard — man caught hold of his coat — the wind grew tired — could not remove the coat — the sun's turn — started shining very brightly — used its heat — man felt hot — removed his coat — the sun became the winner.


# A Hole in the Fence

## Pre-reading

### Dictionary Reference and Learning New Words

#### Activity 1

Look up the following words/phrases in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

fence	advised	control	hammer	accept
decrease	discover	temper	scar	wound

## Reading

### Let us read the story

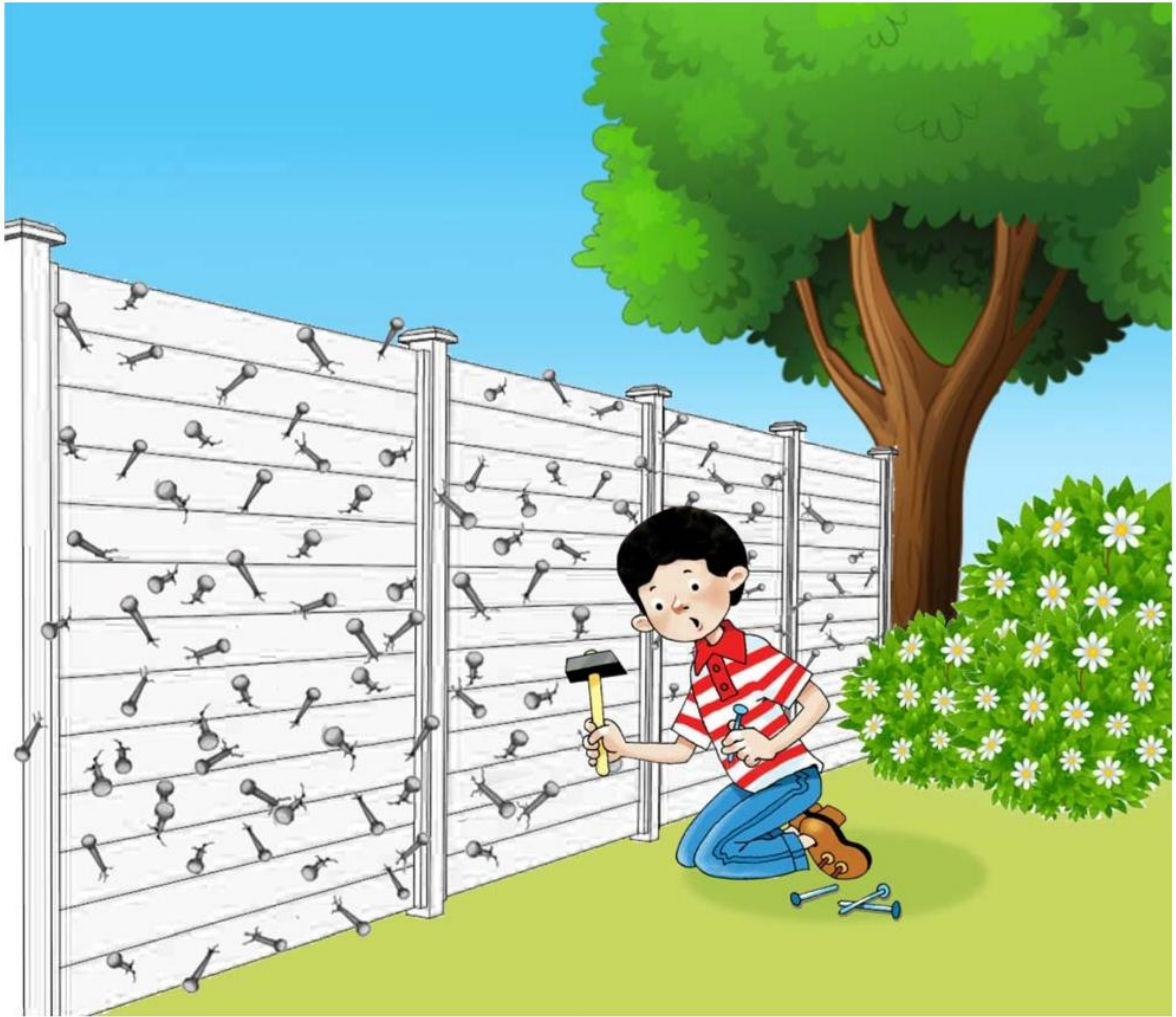
#### A Hole in the Fence

Once there was a little boy who lived with his parents in a small village. His parents were worried because he had a bad temper. He had no friends because he always used bad language in a fit of anger. His parents advised him many times to control his anger but he did not pay attention. The father kept thinking and then he got an idea.

The next day, his father gave him a bag of nails and a hammer. He said to him, "Every time you lose your temper, you must hammer a nail into the back of the fence." The boy accepted the task happily.

Every time, the boy felt angry, he ran to the fence and drove a nail into it. The first day, the boy had driven thirty nails into the fence. After a few days, the number of nails started decreasing. Over the next few weeks, he discovered that it was easier to

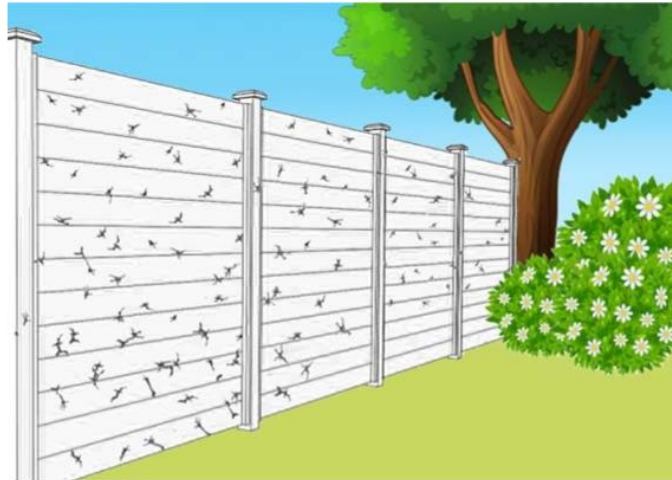




control his anger than to drive those nails into the fence.

Finally, the day came when the boy did not lose his temper at all. He had not hammered any nail into the fence. He told his father about it. The father gave him one more task to do. He asked the boy to pull out one nail for each day that he was able to hold his temper. The days passed and the little boy was finally able to tell his father that all the nails were gone.

The father led the little boy to the fence. He said, "You have done well, my son. Now, look at these holes in the fence. The fence will never be the same again." The boy looked at his father and said, "I did it because you asked me to." "I know", said the father, "when you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say you are sorry, the wound will always be there. A wound given with your words is as bad as the one given with a knife."



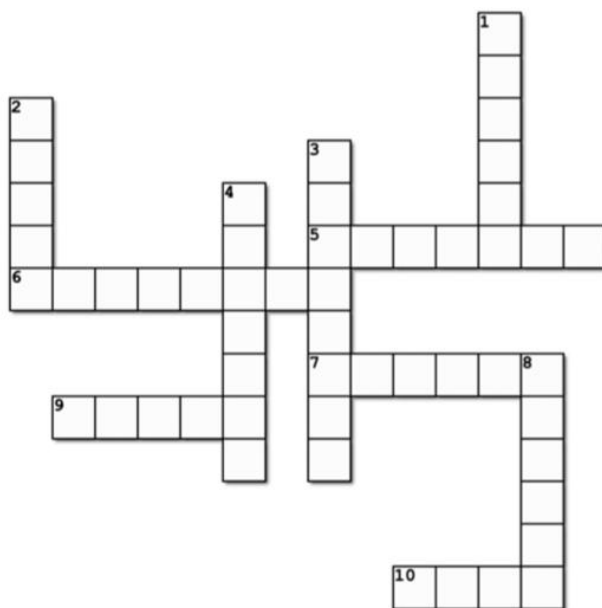
Don't you think, the father gave a good piece of advice to the boy? Friends and loved ones are very important in our lives like you are for us. They make you smile and laugh. So, be careful with your words if you do not want to lose your friends. Let your words be kind!

### Post-reading

### Vocabulary Expansion

#### Activity 2

Solve the crossword puzzle given below. Read the hints (meanings) for the words given under 'Across' and 'Down'. The words are from the story.



#### Across →

- 5. able to manage
- 6. find something new
- 7. to take something
- 9. barrier
- 10. a mark on the skin

#### Down ↓

- 1. hit something hard
- 2. a tear in the skin
- 3. become lesser or smaller
- 4. guiding someone
- 8. a state of being angry or calm

## Learning to Read and Comprehend

### Activity 3

Answer the following questions as briefly as you can.

1. Why did the boy have no friends?

.....

2. Why were his parents worried?

.....

3. What task did his father give him to do?

.....

4. How did it help the boy?

.....

5. What did his father tell him after he had taken out all the nails?

.....

6. What is the moral of the story?

.....

### Activity 4

Write 'True' or 'False' in the space given against each statement.

1. The boy had many friends.

[\_\_\_\_\_]

2. He had a habit of using bad language.

[\_\_\_\_\_]

3. His mother came up with a plan to help him.

[\_\_\_\_\_]

4. The boy hammered nine nails into the fence on his first day.

[\_\_\_\_\_]

5. The boy never learned to control his temper.

[\_\_\_\_\_]

### Activity 5

Select the correct option and fill it in the given blank.

1. The little boy was \_\_\_\_\_ by other boys.
  - a. popular
  - b. liked
  - c. disliked
2. The boy had no friends because \_\_\_\_\_.
  - a. he used bad language
  - b. he bullied other boys
  - c. he would hit small boys
3. His father thought of a/an \_\_\_\_\_.
  - a. advice to give him
  - b. task to give him
  - c. reason for his behaviour
4. The father asked the boy to \_\_\_\_\_ whenever he felt angry.
  - a. count from 1-10
  - b. drive a nail into the fence
  - c. pull out a nail from the fence
5. The father was able to \_\_\_\_\_ him a lesson about good behaviour.
  - a. show
  - b. teach
  - c. make

### Learning Language

#### Sentence and its Types

Read the following sentences or groups of words.

1. Amit is a good actor.
2. Where are you going?
3. Seema works very hard.
4. What a beautiful day!



5. Chandigarh is the capital of Punjab.

Please note that all these sentences:

1. begin with capital letters
2. end with a full stop (.), a question mark (?) or an exclamation mark (!)

Notice that these groups of words make complete sense.

Now, read the following group of words:

pot flowers the The are in

Do these words make sense?

No, they are merely six words that do not make any sense.

Now read the same words in another order:

The flowers are in the pot.

Do these words make sense?

Yes, they make complete sense.

Therefore, we see that a sentence is formed when words are placed in a proper order.

A sentence is a group of words that makes complete sense.

The three things you must remember about a sentence are that:

1. the words must be placed in proper order to make a complete sense.
2. the first word must begin with a capital letter.
3. the sentence must end with a full stop (.), a question mark (?) or an exclamation mark (!).

#### Activity 6

Rearrange the following groups of words and punctuate to make meaningful sentences.

1. ferocious lions animals are

\_\_\_\_\_.

2. love grandparents a my me lot

\_\_\_\_\_.

3. is my best Rajan friend

.....

4. Mercury system in is the hottest the planet solar

.....

5. is the Ganges sacred a river

.....

### Activity 7

Make meaningful sentences by using the following words.

1. building

.....

2. chair

.....

3. dance

.....

4. walk

.....

5. dictionary

.....

### Types of Sentences

Sentences are of four types: Declarative , Interrogative , Imperative and Exclamatory

1. Declarative sentences tell something or make a statement. They use a full stop at the end of each sentence.
2. Interrogative sentences ask a question. They use a question mark at the end of each sentence.

3. Imperative sentences are either requests or commands. They tell someone to do something. They also end with a full stop.
4. Exclamatory sentences show a feeling and use an exclamation mark at the end of a sentence.

#### Activity 8

Identify the type of sentence and write it in the given space.

1. Will the guests be late? \_\_\_\_\_
2. She scored a century. \_\_\_\_\_
3. I have completed my work. \_\_\_\_\_
4. Read this book now. \_\_\_\_\_
5. The trip was exciting! \_\_\_\_\_
6. Who went to Delhi? \_\_\_\_\_
7. Shut the door. \_\_\_\_\_
8. What a cute dog! \_\_\_\_\_
9. Butter is better than jam. \_\_\_\_\_
10. Brush your teeth. \_\_\_\_\_

#### Activity 9

Identify each type of sentence and explain your answer.

1. The students went on an educational trip.  
Type: \_\_\_\_\_  
Reason: \_\_\_\_\_
2. Shall we go to the Thunder Zone Theme Park?  
Type: \_\_\_\_\_  
Reason: \_\_\_\_\_
3. We must try to be on our best behaviour for the next two months.  
Type: \_\_\_\_\_  
Reason: \_\_\_\_\_

4. The dog ate the biscuit.

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

5. Wow, I have won the lottery!

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

6. How far away is the park from the school?

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

7. Let's go back soon or we will miss the train!

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

8. Stop asking questions.

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

9. Let's go to the party!

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

10. The students wondered why they were going to the amusement park.

Type: \_\_\_\_\_

Reason: \_\_\_\_\_

### Learning to Listen

#### Activity 10

Listen to your teacher's instructions on how to grow a plant. Try to write as you listen. After 5 minutes, your teacher will speak again. Complete your activity while listening to the process the second time.



### You will need

1. seeds of your choice such as pumpkin seeds, sunflower seeds, lima beans or pinto beans
2. good quality soil
3. a container to hold the soil and your seeds
4. water
5. light and heat

Now write all the steps with their description in the grid given below.

Steps	Description
1.	
2.	
3.	
4.	
5.	

### Learning to Speak

#### Activity 11 (Pairwork)

Based on your listening activity and your notes in the grid above, discuss with your partner the process of how a seed becomes a plant. You can also take hints from the diagram given below.



## Learning to Write

### PERSONAL LETTERS

Letters written to one's parents, relatives and friends are called personal letters.

#### Format of Personal Letters

1. The Heading (your address and date) : 13 Mall Road  
Ludhiana  
15 June 20\_\_
2. The Salutation : Dear Anu, Dear Daddy, Dear Brother, etc.
3. The Body : whatever you want to tell
4. The Ending : (For parents and siblings) Yours affectionately/Your affectionate son; Yours lovingly/Your loving son; (For friends or known) Yours sincerely

#### Specimen of a Personal Letter

Write a letter to your friend inviting him to attend the wedding party of your elder brother.

The Heading (your address and date)

85 Maya Nagar  
Ludhiana  
14 August 20\_\_

The Salutation

Dear Harish

The Body

My elder brother's wedding ceremony will take place on Feb 16. We will all go to Amritsar for the wedding. I want you to go with us. We have hired a bus. We shall also take out time to see the Golden Temple. Please do reach Ludhiana by Feb 15. We will be glad to see you here.

With love

The Ending

Yours lovingly  
Sunil

### Activity 12

Imagine that you are Neeraj. Write a letter to your cousin telling him/her how you helped a friend to overcome his habit of using bad language. You may share with your friend the idea you used to stop him from using bad language.

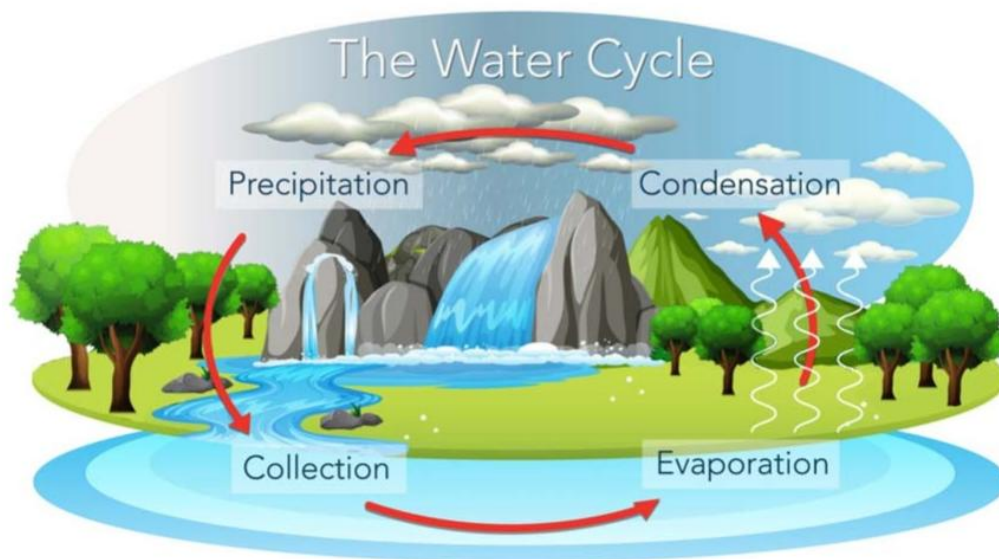
Imagine that you are Neeraj. Write a letter to your cousin telling him/her how you helped a friend to overcome his habit of using bad language. You may share with your friend the idea you used to stop him from using bad language.

[illegible]

## Learning to Use Language

### Activity 13

Look at the picture given below. In the given space, describe what is happening in the picture.






# Lesson 11

## There was a Naughty Boy

### Pre-reading

#### Dictionary Reference and Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

Scotland	ground	yard	weighty	fourscore	wondered
----------	--------	------	---------	-----------	----------

### Reading

#### Let us read the poem

There was a Naughty Boy

There was a naughty boy,  
And a naughty boy was he.  
He ran away to Scotland,  
The people there to see-  
Then he found  
That the ground  
Was as hard,  
That a yard

Was as long,  
 That a song  
 Was as merry,  
 That a cherry  
 Was as red,  
 That lead  
 Was as weighty,  
 That fourscore  
 Was as eighty,  
 That a door  
 Was as wooden,  
 As in England-  
 So he stood in his shoes  
 And he wondered,  
 He wondered,  
 He stood in his shoes,  
 And he wondered.



—John Keats

### Post-reading

### Vocabulary Expansion

#### Activity 2

The naughty boy ran away to Scotland from England to see the people there. There, he found that things in Scotland were just the same as in England. To show that things were similar, the poet uses the word 'as'. Write about the things that are similar in the space given. One example is given.

1. The naughty boy found that the ground in Scotland was as hard as in England.
2. The naughty boy found that \_\_\_\_\_ yard \_\_\_\_\_.
3. The naughty boy found that \_\_\_\_\_ merry \_\_\_\_\_.
4. The naughty boy found that \_\_\_\_\_ cherry \_\_\_\_\_.
5. The naughty boy found that \_\_\_\_\_ weighty \_\_\_\_\_.

6. The naughty boy found that \_\_\_\_\_ eighty\_\_\_\_\_.
7. The naughty boy found that \_\_\_\_\_door \_\_\_\_\_.

### Activity 3

Read the following lines from the poem.

That a door  
Was as wooden

The door in the poem was 'wooden'. Let us see some other things which are made of wood. Select the things in the box below that are made of wood and underline them.

table	car	mobile phone	television
boat	laptop	bed	cupboard

### Activity 4

Three words are given in each column. Fill in the blanks with the names of the material with which the things in each column are made of.

A	B	C	D
car	table	shirt	ball
spoon	desk	bedsheet	eraser
cycle	chair	curtain	balloon
_____	_____	_____	_____

### Learning to Read and Comprehend

### Activity 5

Answer the following questions.

1. Where did the naughty boy run away from?

\_\_\_\_\_.

2. Where did the naughty boy go?

.....

3. Why did he go there?

.....

4. What different things did the boy see in Scotland?

.....

5. What did the boy wonder about?

.....

### Learning Language

#### Activity 6

The poem 'There was a Naughty Boy' is very interesting. It describes many things. To describe the things, the poet uses many adjectives. The title of the poem 'There was a Naughty Boy' also has an adjective to describe the boy. Find some more adjectives from the grid given below.

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



Look at the following two sentences.

1. I am hungry.
2. I am starving.

What is the difference between 'hungry' and 'starving' here?

Here, sentence 2 tells the reader that 'I am very hungry (starving). 'Starving' means 'very hungry'. 'Starving', 'therefore', is the stronger adjective.

#### Activity 7

Match the adjective in Column A with its stronger adjective in Column B.

Column A Adjective	Column B Stronger Adjective
hungry	starving
tired	beautiful
pretty	enraged
nice	exhausted
intelligent	excellent
angry	brilliant
clean	spurious
bad	hygienic
fake	dreadful

#### Learning to Listen (Class Activity)

##### Activity 8

The teacher will speak clearly and give instructions to the students. Students will close their books and listen to the instructions and follow them.

Now repeat the same activity. The teacher will ask a student to come to the front and read the instructions to other students.

### Learning to Speak (Pairwork)

#### Activity 9

Read the following pairs of words aloud with proper stress.

1. hard, yard
2. long, song
3. red, lead
4. weighty, eighty
5. found, ground

### Group work

#### Activity 10

Discuss in your group what the naughty boy would like to see in Punjab if he came to India and what he would do here.

#### Some hints:

1. The Golden Temple
2. Vaisakhi Fair
3. Giddha
4. Bhangra

### Learning to Use Language (Group work)

#### Activity 11

Discuss in your group which places would you like to see in London and why?  
Here are some pictures.



Buckingham Palace where the Queen of United Kingdom lives





Westminster Abbey and the Big Ben Clock Tower



London Eye - a giant wheel, riding on which you can see the whole of London

## Hachiko — The World's Most Loyal Dog

### Pre-reading

#### Dictionary Reference and Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

Akita	neighbourhood	agriculture	accompany
routine	receive	haemorrhage	show up
beloved	employees	devoted	museum

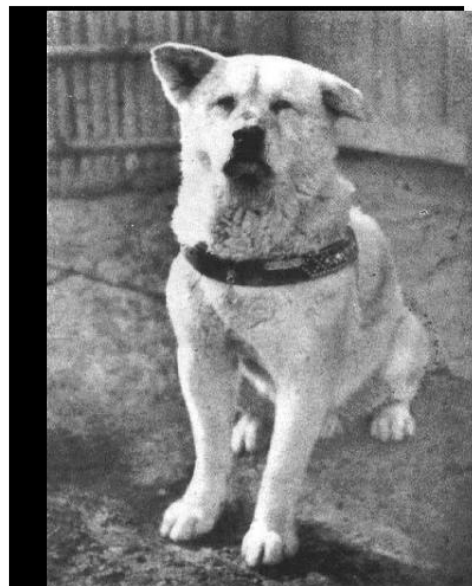
### Reading

#### Let us read the story

##### Hachiko—The World's Most Loyal Dog

Hachiko, the dog was more than just a pet. He was a true companion. He was very loyal and faithful. Every day, Hachiko would greet his human friend, his master, a routine the faithful dog kept, even after his owner's death.

A golden-brown of Akita breed, Hachiko was born on November 10, 1923 in a farm in Japan. In 1924, Professor Hidesaburō Ueno adopted Hachiko and brought him to live with him in Shibuya, a small town in the neighbourhood of Tokyo. Professor Hidesaburō Ueno taught in the Agriculture Department of Tokyo Imperial





University. Every morning the professor would walk to the Shibuya railway station and Hachiko would also go with him to see his master take the train to work. After finishing the day's classes, the professor would take the train back and return to the station at 3 pm. Hachiko would reach the station and wait for the professor and accompany him on his walk back to his home. The pair followed the same routine every day. Every day Hachiko would be there to receive the master at the same time.

The master and Hachiko kept this schedule until one sad day in May 1925 Professor Ueno suffered a sudden brain haemorrhage while teaching and passed away.

That day, Hachiko showed up at 3 pm as usual, but his beloved master never came back. Hachiko returned the next day at the same time, hoping that Ueno would be there to meet him. Of course, the professor did not return, but his loyal Hachiko never gave up hope.

Hachiko was at Shibuya Station the next day again at 3 pm, then the day after, and the day after that. Soon, the lonely dog began to draw the attention of the other passengers.

At first, the station workers were not friendly with the dog, but after some time, people started looking out for him. Even the station employees would bring food and treats for the devoted dog and sometimes sit and keep him company. The days turned into weeks, then months, then years and Hachiko returned each day to wait. His presence made a great impression on the local people of Shibuya and for them he became a symbol of loyalty and faith, a hero.

One of Professor Ueno's former students, Hirokichi Saito was an expert on the Akita breed of dogs. He came to know of Hachiko and his routine. He decided to take the train to Shibuya to see if Hachiko would still be waiting.

When Saito arrived at the station, he saw Hachiko there waiting for his master. He wiped a tear from his cheek. He waited for Hachiko to make the next move. After a long wait, Hachiko stood up and went from there. Saito followed the dog from the station to the home of Ueno's former gardener, Kuzaburo Kobayashi who had



adopted Hachiko but Hachiko waited only for Ueno.

For nearly a decade, after his master passed away, the dog continued to show up at the same spot every day until Hachiko died at the age of eleven on March 08, 1935. The dog became a symbol of loyalty in Japan - and now for the world.

As a mark of respect and affection for the loyal dog, people started calling Hachiko "Chuken-Hachiko" which means "Hachiko - the faithful dog". In the memory of Hachiko, statues have been built in Shibuya and one at the place where he always met his master when Ueno came back from work. Hachiko's body has been preserved in the museum. Yes, you can still meet Hachiko if you go to Japan.



Hachiko Wall at Shibuya, Tokyo

### Post-reading

### Vocabulary Expansion

#### Activity 2

Write antonyms of the following words.

1. respect \_\_\_\_\_
2. affection \_\_\_\_\_
3. usual \_\_\_\_\_
4. followed \_\_\_\_\_
5. lonely \_\_\_\_\_
6. presence \_\_\_\_\_
7. master \_\_\_\_\_
8. loyalty \_\_\_\_\_

### Activity 3

Look at the following words in the grid. Identify the base words and prefixes and suffixes added to them. Write the base word and the prefix/suffix in the space given for each.

Word	Prefix	Base word	Suffix
companion	—	company	-ion
faithful			
owner			
adopted			
neighbourhood			
finishing			
waiting			
accompany			
followed			
lonely			
attention			
employees			
devoted			
gardener			
preserved			

### Learning to Read and Comprehend

#### Activity 4

Answer the following questions based on the above story.

1. Who was Hachiko?

.....



2. What was his breed?  
.....
3. When was he born?  
.....
4. Who adopted him?  
.....
5. Where did Ueno teach?  
.....
6. What was their routine?  
.....
7. What happened to the Professor one day?  
.....
8. What did Hachiko do after Ueno died?  
.....
9. Who adopted Hachiko after Ueno died?  
.....
10. Who went to see Hachiko after coming to know about his routine?  
.....

### Activity 5

Choose the right answer and write in the given space.

- |  | Answer  |
|--|---------|
| 1. Hachiko was a very loyal/disloyal dog.    | [_____] |
| 2. Shibuya is a place near/away from Tokyo.  | [_____] |
| 3. Ueno always came back on the 3/4pm train. | [_____] |



4. Hachiko would wait for Ueno at the station/home . [\_\_\_\_\_]
5. Hachiko lived for 11/13 years. [\_\_\_\_\_]

### Activity 6

Discuss and answer the following questions.

1. Why did people make statues of Hachiko ?
2. Why do you think Saito wiped a tear from his cheek?

### Learning Language

#### Conjugation of Verbs

Verb conjugation refers to how a verb changes to show a different person, tense, number or mood.

#### Person

In English, we have six different persons — first-person singular (I), second-person singular (you), third-person singular (he/she/it/one) , first-person plural (we), second-person plural (you), and third-person plural (they). We must conjugate a verb for each person. The verb to be is a particularly notable verb for conjugation because it is an irregular verb.

Conjugation of the verb 'to be'

Person	Tense		
	Past	Present	Future
I	was	am	will be
you	were	are	will be
he /she/it	was	is	will be
we	were	are	will be
they	were	are	will be

#### Tense

Verbs are also conjugated according to their tenses. Verb tense shows whether the action in a sentence is happening in the past, present or future. Regular verbs follow a standard pattern when conjugated according to tense. Look at the conjugation of a regular verb, 'to walk' based on tense.

### Conjugation of 'to walk'

Tense	Past	Present	Future
Simple	I walked. You walked. He/She/It walked. We walked. They walked.	I walk. You walk. He/She/It walks. We walk. They walk.	I will walk. You will walk. He/She/It will walk. We will walk. They will walk.
Continuous	I was walking. You were walking. He/She/It was walking. We were walking. They were walking.	I am walking. You are walking. He/She/It is walking. We are walking. They are walking.	I will be walking. You will be walking. He/She/It will be walking. We will be walking. They will be walking.
Perfect	I had walked. You had walked. He/She/It had walked. We had walked. They had walked.	I have walked. You have walked. He/She/It has walked. We have walked. They have walked.	I will have walked. You will have walked. He/She/It will have walked. We will have walked. They will have walked.
Perfect Continuous	I had been walking. You had been walking. He/She/It had been walking. We had been walking. They had been walking.	I have been walking. You have been walking. He/She/It has been walking. We have been walking. They have been walking.	You will have been walking. He/She/It will have been walking. We will have been walking. They will have been walking.

Except for 'He', 'She', 'It', in the present tense, all regular verbs in English have the same form in each conjugation in a given tense.

### Activity 7

Select the correct form of the verb given in the options and fill it in the given blank.

1. Meena \_\_\_\_\_ since morning.
  - a. has been dancing
  - b. is dancing
  - c. dances
2. I \_\_\_\_\_ in the garden when she came to my house.
  - a. am working
  - b. was working
  - c. worked
3. I \_\_\_\_\_ in the factory for two hours when Seema called.
  - a. have been working
  - b. was working
  - c. had been working
4. I \_\_\_\_\_ my exam this time next week.
  - a. will be writing
  - b. will write
  - c. would be writing
5. They had already left when I \_\_\_\_\_ home.
  - a. reached
  - b. have reached
  - c. had reached
6. If you are hungry, I \_\_\_\_\_ you something to eat.
  - a. am getting
  - b. will get
  - c. will be getting

7. Saavan \_\_\_\_\_ songs.
- a. writes
  - b. write
  - c. written
8. We \_\_\_\_\_ often go to the garden.
- a. don't
  - b. doesn't
  - c. haven't
9. We \_\_\_\_\_ to Delhi last week.
- a. went
  - b. have gone
  - c. had gone
10. The children \_\_\_\_\_ a splendid performance.
- a. gives
  - b. give
  - c. gave

### Learning to Listen

#### Activity 8

Your teacher will read out a dialogue. Listen to the dialogue and answer the following questions.

1. Which movie do these people plan to watch?
  - a. The Lion King
  - b. The Two Towers
  - c. Singham
  - d. Mowgli
2. When do they plan to watch the movie?
  - a. on the weekend
  - b. tomorrow
  - c. today evening
  - d. next Friday



3. Where do they plan to meet?
- a. at the Subway close to the mall
  - b. in front of the mall
  - c. at the coffee shop close to the mall
  - d. at home
4. What time do they plan to meet?
- a. at 7:30 pm
  - b. at 12 noon
  - c. at 1 pm
  - d. at 3:45 pm

### Learning to Speak

#### Activity 9

Look at the picture given below and describe, in your own words, what is happening.



## Learning to Write

### Activity 10

Write a letter to your cousin telling her/him about the new pet (a dog or a cat) you have adopted.

You should write in the letter

what pet you have adopted

what you have named it

how you play with your pet

how it has changed your life or routine



Learning to Use Language

Activity 11

Browse the following sites for more information and also to watch a film on Hachiko. After going through the sites, write all the new information you get on Hachiko [The teacher must arrange the use of the Internet for students in the computer lab.]

<https://www.youtube.com/watch?v=rp4UxN2sPEI>

<https://www.timeout.com/tokyo/blog/10-things-you-didnt-know-about-Hachikoko-081915>

[https://www.boredpanda.com/rare-photos-of-most-loyal-dog-Hachikoko/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/rare-photos-of-most-loyal-dog-Hachikoko/?utm_source=google&utm_medium=organic&utm_campaign=organic)





## Appendix I

### Listening Texts

#### Chapter 1

##### Rent for Water

Once, two brothers, Ram and Sham, were fighting over the ownership of a Mango tree. Ram said the Mango tree was his but Sham said that he owned it. Unable to find a way out, they decided to ask Birbal for help. Birbal understood the situation. He told the brothers to remove all the mangoes, share them among themselves and then cut the tree in two equal halves. Upon hearing Birbal, Ram nodded and said he agreed to the suggestion. However, Sham pleaded not to cut the tree for he had nurtured it for three whole years. Birbal found who the real owner of the tree was. He said, "The tree belongs to Sham because the very thought of cutting it down troubles him. Someone who has cared for it for three years won't cut it down."

#### Chapter 6

##### Mountaineers

1. acclimatization
2. atop
3. deter
4. felicitated
5. starved
6. adventurous
7. trek
8. climber
9. scale
10. summit

## Chapter 7

### The Princess Who Never Smiled

1. Put your right hand on your head.
2. Jump on one foot.
3. Turn around.
4. Close your eyes.
5. Snap your fingers.
6. Stand behind your chair.
7. Move back one step/two steps.
8. Raise your right/left hand.
9. Bend forward.
10. Pick up your bag.

## Chapter 8

### Earthquake

1. The building is creaking and rattling.
2. Books are falling from the bookcase.
3. Fans are swinging.
4. The bookcase falls on the floor.
5. The windows are rattling.
6. There are noises outside.
7. A car alarm sounds.
8. Dogs are barking.
9. A baby is crying.
10. People are shouting.
11. The shaking is making temple bells ring.
12. There are crashing sounds from bricks falling to the ground.
13. Trees outside are swaying.
14. Drop, take Cover and Hold On to an object.
15. Stay in the Drop, Cover and Hold On position under your desk.

## Chapter 9

### Treasure Hunt

1. ancient
2. treasure
3. swept
4. huddled
5. mounted
6. thrilling
7. braved
8. realized
9. ocean
10. galloped

## Chapter 10

### A Hole in the Fence

1. Fill the container with soil.
2. Plant the seeds in the soil.
3. Keep the container at a warm place. Sunlight is good but try to avoid too much direct sunlight. A window sill is a good spot.
4. Keep the soil moist by watering it every day.
5. Be careful not to use too much water.
6. Record your observations as the seeds germinate and seedlings begin to sprout from the seeds.

## Chapter 11

### There was a Naughty Boy

1. Close your books.
2. Stand up.
3. Touch your chin with your left hand.
4. Raise your left arm.
5. Raise your right arm.
6. Bring both your arms down.
7. Stand at attention.
8. Stand at ease.
9. Shake hands with the person next to you.
10. All the girls come to the front.
11. All the boys go to the back of the class.
12. All the girls sit on your knees.
13. All the boys bend down and touch your feet.
14. Go back to your seat walking on your tiptoes.
15. Sit down and open your books.

## Chapter 12

### Hachiko—The World's Most Loyal Dog

- Amar : What are you doing tomorrow?  
Bubble : Nothing really.  
Amar : Let's watch a movie or something.  
Bubble : What's on these days?  
Amar : I think they're playing Mowgli.  
Bubble : That sounds pretty good. Let's watch that.  
Amar : Where should we meet?  
Bubble : Let's meet at the Subway next to the mall.  
Amar : Alright. I'll meet you there at one o'clock.



## Appendix II

### Translation

1. I go to school.	1. ਮੈਂ ਸਕੂਲ ਜਾਂਦਾ ਹਾਂ।	1. मैं स्कूल जाता हूँ।
2. The children play.	2. ਬੱਚੇ ਖੇਡਦੇ ਹਨ।	2. बच्चे खेलते हैं।
3. Mother cooks food.	3. ਮਾਂ ਭੋਜਨ ਪਕਾਉਂਦੀ ਹੈ।	3. माँ भोजन पकाती है।
4. Let him speak.	4. ਉਸਨੂੰ ਬੋਲਣ ਦਿਓ।	4. उसे बोलने दें।
5. Keep silence.	5. ਸ਼ਾਂਤੀ ਬਣਾਈ ਰੱਖੋ।	5. शांती बनाए रखें।
6. Do you go to school?	6. ਕੀ ਤੁਸੀਂ ਸਕੂਲ ਜਾਂਦੇ ਹੋ?	6. क्या आप स्कूल जाते हैं?
7. Where do you live?	7. ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ?	7. आप कहाँ रहते हैं?
8. Why do you come late?	8. ਤੁਸੀਂ ਦੇਰ ਨਾਲ ਕਿਉਂ ਆਉਂਦੇ ਹੋ?	8. तुम देर से क्यों आते हो?
9. Rohit does not tell lies.	9. ਰੋਹਿਤ ਝੂਠ ਨਹੀਂ ਬੋਲਦਾ ਹੈ।	9. रोहित झूठ नहीं बोलता है।
10. We do not go late to school.	10. ਅਸੀਂ ਸਕੂਲ ਦੇਰ ਨਾਲ ਨਹੀਂ ਜਾਂਦੇ ਹਾਂ।	10. हम स्कूल देर से नहीं जाते हैं।
11. I cannot sing.	11. ਮੈਂ ਗਾ ਨਹੀਂ ਸਕਦੀ।	11. मैं गा नहीं सकती।
12. Time does not wait for anyone.	12. ਸਮਾਂ ਕਿਸੇ ਦਾ ਇੰਤਜ਼ਾਰ ਨਹੀਂ ਕਰਦਾ।	12. समय किसी का इंतज़ार नहीं करता।
13. I am proud of you.	13. ਮੈਨੂੰ ਤੁਹਾਡੇ ਤੇ ਮਾਣ ਹੈ।	13. मुझे आप पर गर्व है।
14. Children are playing.	14. ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।	14. बच्चे खेल रहे हैं।
15. Anju is driving a car.	15. ਅੰਜੂ ਕਾਰ ਚਲਾ ਰਹੀ ਹੈ।	15. अंजू कार चला रही है।
16. You are sweating.	16. ਤੁਹਾਨੂੰ ਪਸੀਨਾ ਆ ਰਿਹਾ ਹੈ।	16. आपको पसीना आ रहा है।

17. Is Ram helping Nishi?	17. ਕੀ ਰਾਮ ਨਿਸ਼ੀ ਦੀ ਮਦਦ ਕਰ ਰਿਹਾ ਹੈ?	17. क्या राम निशि की मदद कर रहा है?
18. When is Mohan going home?	18. ਮੋਹਨ ਘਰ ਕਦੋਂ ਜਾ ਰਿਹਾ ਹੈ?	18. मोहन घर कब जा रहा है?
19. You should take exercise daily.	19. ਤੁਹਾਨੂੰ ਰੋਜ਼ਾਨਾ ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।	19. आपको रोजाना व्यायाम करना चाहिए।
20. We should obey our parents.	20. ਸਾਨੂੰ ਆਪਣੇ ਮਾਪਿਆਂ ਦੀ ਗੱਲ ਮੰਨਣੀ ਚਾਹੀਦਾ ਹੈ।	20. हमें अपने माता-पिता की बात माननी चाहिए।
21. The kids are not eating food.	21. ਬੱਚੇ ਖਾਣਾ ਨਹੀਂ ਖਾ ਰਹੇ ਹਨ।	21. बच्चे खाना नहीं खा रहे हैं।
22. Rohit is not driving the car fast.	22. ਰੋਹਿਤ ਗੱਡੀ ਤੇਜ਼ ਨਹੀਂ ਚਲਾ ਰਿਹਾ ਹੈ।	22. रोहित गाड़ी तेज़ नहीं चला रहा है।
23. It is not raining.	23. ਮੀਂਹ ਨਹੀਂ ਪੈ ਰਿਹਾ ਹੈ।	23. बारिश नहीं हो रही है।
24. I went to school.	24. ਮੈਂ ਸਕੂਲ ਗਿਆ।	24. मैं स्कूल गया।
25. My mother cooked food.	25. ਮੇਰੀ ਮਾਂ ਨੇ ਖਾਣਾ ਪਕਾਇਆ।	25. मेरी माँ ने खाना पकाया।
26. You ate food.	26. ਤੁਸੀਂ ਭੋਜਨ ਖਾਧਾ।	26. आपने भोजन खाया।
27. I learnt the lesson yesterday.	27. ਮੈਂ ਕੱਲ੍ਹ ਪਾਠ ਯਾਦ ਕੀਤਾ।	27. मैंने कल पाठ याद किया।
28. The peon rang the bell.	28. ਚਪੜਾਸੀ ਨੇ ਘੰਟੀ ਵਜਾਈ।	28. चपड़ासी ने घंटी बजाई।
29. Did you go to school yesterday?	29. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਸਕੂਲ ਗਏ ਸੀ?	29. क्या तुम कल स्कूल गए थे?
30. Where is she going?	30. ਉਹ ਕਿੱਥੇ ਜਾ ਰਹੀ ਹੈ?	30. वह कहाँ जा रही है?
31. Why did they not listen to me?	31. ਉਨ੍ਹਾਂ ਨੇ ਮੇਰੀ ਗੱਲ ਕਿਉਂ ਨਹੀਂ ਸੁਣੀ?	31. उन्होंने मेरी बात क्यों नहीं सुनी?
32. I did not tell a lie.	32. ਮੈਂ ਝੂਠ ਨਹੀਂ ਬੋਲਿਆ।	32. मैंने झूठ नहीं बोला।

33. Sharan did not take the medicine.	33. ਸ਼ਰਨ ਨੇ ਦਵਾਈ ਨਹੀਂ ਖਾਧੀ।	33. शरण ने दवाई नहीं ली।
34. My brother was going to school.	34. ਮੇਰਾ ਭਰਾ ਸਕੂਲ ਜਾ ਰਿਹਾ ਸੀ।	34. मेरा भाई स्कूल जा रहा था।
35. Mother was saving money.	35. ਮਾਂ ਪੈਸੇ ਦੀ ਬਚਤ ਕਰ ਰਹੀ ਸੀ।	35. माँ पैसे की बचत कर रही थी।
36. Were all learning their lessons?	36. ਕੀ ਸਾਰੇ ਆਪਣਾ ਪਾਠ ਯਾਦ ਕਰ ਰਹੇ ਸਨ?	36. क्या सभी अपना पाठ याद कर रहे थे?
37. How was Paras celebrating his birthday?	37. ਪਾਰਸ ਆਪਣਾ ਜਨਮਦਿਨ ਕਿਵੇਂ ਮਨਾ ਰਿਹਾ ਸੀ?	37. पारस अपना जन्मदिन कैसे मना रहा था?
38. When was Rakesh going home?	38. ਰਾਕੇਸ਼ ਘਰ ਕਦੋਂ ਜਾ ਰਿਹਾ ਸੀ?	38. राकेश घर कब जा रहा था?
39. The birds were not flying.	39. ਪੰਛੀ ਉੱਡ ਨਹੀਂ ਰਹੇ ਸਨ।	39. पक्षी उड़ नहीं रहे थे।
40. My friend was not singing a song.	40. ਮੇਰਾ ਦੋਸਤ ਗਾਣਾ ਨਹੀਂ ਗਾ ਰਿਹਾ ਸੀ।	40. मेरा दोस्त गाना नहीं गा रहा था।
41. I will come to school tomorrow.	41. ਮੈਂ ਕੱਲ੍ਹ ਸਕੂਲ ਆਵਾਂਗਾ।	41. मैं कल स्कूल आऊंगा।
42. You will meet Ramesh tomorrow.	42. ਤੁਸੀਂ ਕੱਲ੍ਹ ਰਮੇਸ਼ ਨੂੰ ਮਿਲੋਗੇ।	42. कल आप रमेश से मिलोगे।
43. Raman will send me an e-mail tomorrow.	43. ਰਮਨ ਮੈਨੂੰ ਕੱਲ੍ਹ ਈ-ਮੇਲ ਭੇਜੇਗਾ।	43. रमन मुझे कल ई .मेल भेजेगा।
44. Will you meet me tomorrow?	44. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਮੈਨੂੰ ਮਿਲੋਗੇ?	44. क्या आप कल मुझसे मिलेंगे?
45. Did I drink water?	45. ਕੀ ਤੁਸੀਂ ਪਾਣੀ ਪੀਤਾ?	45. क्या आपने पानी पीया ?

46. The children will not tell lies.	46. ਬੱਚੇ ਝੂਠ ਨਹੀਂ ਬੋਲਣਗੇ।	46. बच्चे झूठ नहीं बोलेगें।
47. You will not take leave from the school.	47. ਤੁਸੀਂ ਸਕੂਲ ਤੋਂ ਛੁੱਟੀ ਨਹੀਂ ਲਊਗੇ।	47. आप स्कूल से छुट्टी नहीं लोंगे।
48. I will go to Delhi by bus.	48. ਮੈਂ ਬੱਸ ਰਾਹੀਂ ਦਿੱਲੀ ਜਾਵਾਂਗਾ।	48. मैं बस से दिल्ली जाऊँगा।
49. My mother will be cooking food at this time.	49. ਮੇਰੀ ਮਾਂ ਇਸ ਸਮੇਂ ਭੋਜਨ ਪਕਾ ਰਹੀ ਹੋਵੇਗੀ।	49. मेरी माँ इस समय भोजन पका रही होगी।
50. How coward you are !	50. ਤੁਸੀਂ ਕਿੰਨੇ ਡਰਪੋਕ ਹੋ !!	50. तुम कितने कायर हो !