Preface

The Words-Worth series of English Reader is specially structured for young learners. The books cover all the essentials of English Grammar and are primarily multi-skilled course books that focus on a holistic approach and are designed to develop linguistic competence.

The aim of this series has been to provide Learner Centric Education with emphasis on the young learners’ needs and interests. Our objective throughout the series has been to develop students’ basic ability to appreciate English through a creative and innovative approach.

The Reader series presents a blend of integrated literary and communicative methods of studying the English language. This will help the students develop the basic skills to comprehend a language other than their mother tongue and give them tools to express themselves confidently, thereby developing their listening, speaking, reading and writing skills. The series encourages students to foster a positive attitude towards communicating in English.

The books in this series highlight the basic phonetic structure and its usage for communication and expression. The exercises at the culmination of each topic are meant to teach and not to test the ability of students. They have been designed to urge students to develop a sense of inquiry and ability to think from more than a single point of view. The entire course material encourages the learners to formulate and express their own ideas and offers ample scope for creativity.

We are grateful to the Editorial Team of the Avichal Publishing Company for giving us this opportunity of giving shape to our ideas and for reaching out to students. This series could not have achieved its objective without their support.

Suggestions for the improvement of the book are always welcome.

Authors
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Reading Skills (Comprehension)</th>
<th>Vocabulary (Language Structure)</th>
<th>Grammar (Grammar Glee)</th>
<th>Listening Skills (Listen and Tell)</th>
<th>Writing Skills (Be Creative)</th>
<th>Speaking Skills (Talk Time)</th>
</tr>
</thead>
</table>
| 1. The Pandavas’ Last Year in Exile | 1. Q Ans  
2. Complete the given table  
3. Find antonyms of the given words from the lesson | • Using Dictionary  
• Spell Well | • Parts of Speech  
• Articles | Nod or Shake your Head | Story Writing (using clues) | Narrating an Incident |
| 2. Nani’s Walk to the Park | 1. T/F  
2. Q Ans  
3. Rearrange the sentences in the correct order | • Synonyms  
• Using Dictionary | • Subject and Predicate  
• Subject and Object  
• Punctuation (More about comma and full stop) | Fill-ups based on Listening Text | Dialogue Writing | Sharing suggestions |
| Poem 1: How Beautiful is the Rain! | 1. Complete the sentences  
2. Think and answer |  |  |  |  |  |
| Literary Appreciation | • Rhyming Words  
• Sound Words |  |  |  |  |  |
| 3. Cleanliness is Godliness | 1. True/False  
2. Q Ans  
3. Think and answer | Words used both as Nouns and Verbs | • Abstract Noun  
• Formation of Abstract Nouns | Writing names of children (who did what) based on Listening Text | Paragraph Writing | Conversation Practice |
| 4. The Royal Bengal Tiger | 1. MCQ  
2. Complete the table  
3. Q Ans | Antonyms | • Reflexive Pronouns  
• Kinds of Pronouns (A recapitulation) | True/False based on Listening Text | Formal Letter Writing (Application) | Role Play |
| Poem 2: A Nation’s Strength | 1. MCQ  
2. Think and answer |  |  |  |  |  |
| Literary Appreciation | • Rhyme Scheme |  |  |  |  |  |
| 5. Alice in Wonderland | 1. Q Ans  
2. Who said to whom?  
3. Find synonyms from the story | • Formation of Adjectives from Nouns  
• People and Professions | • Kinds of Adjectives  
• Degrees of Comparison of Adjectives | Matching exercise based on Listening Text | Imaginative Writing | Narrating a Fantasy Story |
| 6. A Young Girl and Her Diary | 1. True/False  
2. Q Ans  
3. Find words having opposite meanings from the lesson | • Phrasal Verbs  
• Interjections | • Verb  
• Regular and Irregular Verbs  
• Punctuation (Apostrophe) | MCQ based on Listening Text | Notice Writing | Conversation Practice |
|---|---|---|---|---|---|---|
| Poem 3: Paper Boats | 1. MCQ  
2. Q Ans | -- | -- | Rearrangement of steps based on Listening Text | Notice Writing | Pair, discuss and share |
| Literary Appreciation | • Alliteration | | | | | |
| 7. Tenali Raman and the Horse Trader | 1. Who said to whom?  
2. Q Ans  
3. Think and answer | • Phrasal Verbs  
• Compound Words | • Transitive and Intransitive Verbs  
• Punctuation | MCQ based on Listening Text | Informal Letter Writing | Role Play |
| 8. Magnificent Mary | 1. Rearrange the sentences in the correct order  
2. Q Ans  
3. Complete the given table and write a character sketch | • Homophones  
• Prefix | Tenses  
(Present, Past and Future–Perfect Continuous Tense) | Fill-ups based on Listening Text | Biography Writing | Public Speaking |
| Poem 4: Foreign Lands | 1. Fill-ups  
2. Q Ans | -- | -- | Listen and complete the itinerary | Paragraph Writing | Pair, discuss and share |
| Literary Appreciation | • Rhyming Words | | | | | |
| 9. The Priceless Slippers | 1. Complete the sentences  
2. Q Ans  
3. Think and answer | • Homonyms  
• Suffix | • Conjunctions  
• Punctuation (Quotation Marks) | Matching based on Listening Text | Informal Letter Writing | Story Narration |
| 10. Param Vir Chakra | 1. Q Ans  
2. Complete the table  
3. Writing names of PVC winners for given years | • Sound Words  
• Antonyms | • Prepositions  
• Kinds of prepositions | Q-Ans based on Listening Text | Short Story Writing | Find and share |
| 11. Unpleasant Experiences | 1. Complete the sentences  
2. Q Ans  
3. Writing a character sketch | • Formation of Adverbs from Adjectives  
• Collections | • Adverbs (Adverbs of Frequency)  
• Punctuation | Completing Food Pyramid based on Listening Text | Diary Entry | Class Discussion |
| Poem 5: The Polar Region | 1. MCQ  
2. Q Ans | -- | -- | Completing the table based on Listening Text | Poem Writing | Find and share about the Dakshin Gangotri |
## Contents

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Pandavas’ Last Year in Exile</td>
<td>1</td>
</tr>
<tr>
<td>2. Nani’s Walk to the Park</td>
<td>9</td>
</tr>
<tr>
<td>Poem 1: How Beautiful is the Rain!</td>
<td>19</td>
</tr>
<tr>
<td>3. Cleanliness is Godliness</td>
<td>23</td>
</tr>
<tr>
<td>4. The Royal Bengal Tiger</td>
<td>30</td>
</tr>
<tr>
<td>Poem 2: A Nation’s Strength</td>
<td>37</td>
</tr>
<tr>
<td>5. Alice in Wonderland</td>
<td>41</td>
</tr>
<tr>
<td>6. A Young Girl and Her Diary</td>
<td>51</td>
</tr>
<tr>
<td>Poem 3: Paper Boats</td>
<td>60</td>
</tr>
<tr>
<td>7. Tenali Raman and the Horse Trader</td>
<td>64</td>
</tr>
<tr>
<td>8. Magnificent Mary</td>
<td>73</td>
</tr>
<tr>
<td>Poem 4: Foreign Lands</td>
<td>83</td>
</tr>
<tr>
<td>9. The Priceless Slippers</td>
<td>87</td>
</tr>
<tr>
<td>10. Param Vir Chakra</td>
<td>97</td>
</tr>
<tr>
<td>11. Unpleasant Experiences</td>
<td>106</td>
</tr>
<tr>
<td>Poem 5: The Polar Region</td>
<td>114</td>
</tr>
</tbody>
</table>
The Pandavas’ Last Year in Exile

**Before You Read:** You must have heard stories from the Mahabharata from your parents or grandparents. The Mahabharata tells the story of the struggle for supremacy between two groups of cousins, the Kauravas and the Pandavas. Many myths and legends have been woven into the Mahabharata which have passed down through the generations.

Read to find out about one such story.

The Pandavas had already spent twelve years in exile, having lost the game of dice to their cousin, Prince Duryodhana. As per the terms of the game, they had to spend the last year of their exile in disguise. However, if they were caught during this period, they would have to spend another twelve years in exile.

**supremacy:** superiority, control  
**myths:** stories, fables  
**legends:** tales  
**exile:** to be sent out of one’s native country for a period of time  
**terms:** requirements or conditions laid down or agreed upon (in this case in the game of dice)  
**disguise:** to hide one’s identity
The Pandavas chose the kingdom of Virata to spend their last year of exile. Before entering the capital of Virata, they changed their names and put on different disguises. They then secured different posts in the service of¹ the King of Virata.

Yudhishthira was well-versed with the scriptures, rules of royal court and the skills of dice, so he decided to serve² the king as his adviser and assumed the name of Kanka. Bhima, being fond of eating, decided to work in the guise of a cook assuming the name of Ballava. Arjuna took the name Brihannala, and became a dance and music teacher to the king’s daughter, Princess Uttara. Nakula became Granthic, the caretaker and the guard to the horse stable, as he was an expert in the training and treatment of horses. Sahadeva was appointed to look after the cattle and was called Tantipala.

Draupadi was appointed as the chief maidservant to Queen Sudeshna. She was known as Sairandhri.

This is how, without the knowledge of the people, all the Pandavas entered into the service³ of King Virata, in the hope that the men

¹in the service of: to work for someone
²to serve: to work for
³entered into the service: started working for
of Duryodhana would not be able to spot them. Thus, the thirteenth year was passing by with the Pandavas and Draupadi fulfilling their duties sincerely.

Towards the end of the year, Duryodhana and his aides encroached upon the territory of King Virata’s kingdom and stole cattle belonging to the king. When the king learned of this, he sent his son Uttar Kumar, the crown prince, to fight the Kaurava army. Arjuna, in the guise of Brihannala, requested the king’s permission to accompany Uttar Kumar as his charioteer. The king agreed. At the battlefield, Uttar Kumar got frightened on facing the huge and powerful Kaurava army and tried to flee in fear. At this point, Arjuna gave away his true identity and instructed Uttar Kumar to take over the chariot while he fought the battle. He single-handedly defeated the Kaurava army and brought back the cattle.

By this time, the thirteenth year of exile was over. The Pandavas revealed their identity to King Virata. He was surprised and pleased with the happy turn of events. Thus, the exile for the Pandavas ended.

---

**About the Story:** The Mahabharata is an epic poem of India which was composed in Sanskrit. The sage Vyasa, who lived in the 5th century, is believed to be its author. Along with the many myths and legends, the Mahabharata is also considered to be the storehouse of diverse stories dealing with all aspects of human nature and emotions like cheating, hatred, jealousy, friendship, responsibilities, truthfulness and revenge.

\[\text{gave away: revealed}\]
\[\text{happy turn of events: good happenings}\]
COMPREHENSION

On the basis of your understanding of the story, answer the following questions:

1. Write the names of the Pandavas.
2. Against whom did the Pandavas lose in the game of dice?
3. What were the terms and conditions of the game of dice that the two sets of cousins had played?
4. Write one special quality or skill of each of the Pandavas.
5. What did Duryodhana and his aides do to trouble King Virata?
6. What did Uttar Kumar, the crown prince, do during the battle and why?
7. Who saved the day for King Virata’s army and how?

Complete the table given below:

<table>
<thead>
<tr>
<th>Name</th>
<th>New Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yudhishthira</td>
<td>...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>2. ..................</td>
<td>...............................</td>
<td>cook</td>
</tr>
<tr>
<td>3. ..................</td>
<td>Brihannala</td>
<td>...............................</td>
</tr>
<tr>
<td>4. Nakula</td>
<td>...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>5. ..................</td>
<td>Tantipala</td>
<td>...............................</td>
</tr>
<tr>
<td>6. ..................</td>
<td>...............................</td>
<td>chief maidservant to the queen</td>
</tr>
</tbody>
</table>

Find antonyms from the story for each of the following words:

1. won × l..........................
2. entering × l.........................
3. displease × p......................
4. save × s..........................
5. conceal × r........................
6. weak × p..........................
LANGUAGE STRUCTURE

Using Dictionary

A Find meanings of the following words from the dictionary:

1. fascinated : ........................................
2. oppressed : ........................................
3. hoax : ........................................
4. chuckle : ........................................
5. impulsive : ........................................
6. gesture : ........................................

Spell Well

B Read the words given in the box carefully. Practice their spellings by filling in the missing letters.

<table>
<thead>
<tr>
<th>etiquette</th>
<th>strengthen</th>
<th>recommend</th>
<th>enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>gorgeous</td>
<td>environmentalists</td>
<td>enormous</td>
<td>pronunciation</td>
</tr>
</tbody>
</table>

1. r ...... o ...... e ......
2. ...... v i ...... n ...... n ...... l i ......
3. p ...... u ...... i ...... ...... o ......
4. ...... ...... q ...... t ......
5. ...... r e ...... t h ......
6. ...... o ...... o ......
7. ...... h ...... s i ...... m
8. ...... o ...... m o ......

Parts of Speech

A Name the eight parts of speech.

1. ...........................................  5. ...........................................
2. ...........................................  6. ...........................................
3. ...........................................  7. ...........................................
4. ...........................................  8. ...........................................

B Identify the parts of speech of the coloured words in the following sentences:

1. Hari and Vijay are brothers. ...........................................
2. She gave me sweet mangoes. ...........................................
3. Mary is on leave because she had to go out of town. ...........................................
4. The children jumped on the trampoline. ...........................................
5. The sun shines brightly. ...........................................
6. There is a cockroach in the cupboard. ...........................................
7. Akash and Ambar play cricket. ...........................................
8. Oh no! The sparrow is dead. ...........................................
ARTICLES

We know that ‘a’ and ‘an’ are called indefinite articles as they do not specify a particular noun.

‘The’ is called a definite article as it is used before the names of definite things such as the mountains, rivers, seas, newspapers and holy books. It is also used with the things that are only one of a kind, e.g., the sun.

Some more uses of ‘The’ are:

1. It is used for a countable noun only if the noun has already been mentioned before.
   *For example:* A girl was carrying a balloon. The balloon burst.

2. It is used with a noun representing a class.
   *For example:* The cow is a gentle animal.

3. It is used before a noun to show a person’s rank, title or profession.
   *For example:* The Principal/The doctor

4. It shows a quality.
   *For example:* The brave soldier fought bravely.

---

Complete the following passage using appropriate articles, wherever necessary:

As .......... boy watched, .......... horse turned into .......... unicorn. It galloped away into .......... bushes. We searched for it all night.

In .......... morning, .......... student, on his way to .......... university informed us that .......... animal had been seen on .......... outskirts of town.

We dashed out into .......... bright sunshine. .......... sight that greeted us was breathtaking. .......... mare stood in .......... shade of .......... tree and alongside stood the cutest little foal we had ever seen. It was no ordinary foal—it was .......... unicorn.
LISTEN AND TELL

Nod or Shake your Head
Listen carefully to the teacher.* If she speaks a sentence, nod your head up and down and if she doesn’t speak a sentence, shake your head left and right.

BE CREATIVE

With the help of the clues given below, write a story in your own words. Give a suitable title to the story as well.

Androcles, a Greek slave—runs away from his master—meets a lion in the forest—the lion crying in pain, thorn in lion’s paw—takes out thorn—live like friends—slave caught by soldiers—taken to magistrate—his punishment—to be fed to the lions—thrown into cage of lion—same lion whose thorn he had removed—lion licks his hand—everyone surprised—both released.

TALK TIME

Think about any other story or incident from The Mahabharata which you might have read or heard. Share it in the class.

*Note for the teacher:
Listening Text is given on page no. 118. This task can also be performed by asking the students to say ‘Yes’ or ‘No’ accordingly. Make sure they maintain discipline in the class.
Before You Read: Do you go to the park near your house to play? What all do you see on the way there?

Let us read about Venki and his Nani and their walk to the park.

Once a week, Nani goes to the park. Today, Venki wants to go with her. “I walk slowly,” says Nani. “And I take my time getting there.” “I don’t mind,” says Venki. So Nani picks up her shopping bag and starts to cross the road. “But Nani,” says Venki, “the park is that way!”

“We’ll go this way,” says Nani, “through the Lane of Treasures.” The Lane of Treasures? What a wonderful name for the market. The shops here sell everything!

Attribution: Nani’s Walk to the Park (English), written by Deepa Balsavar, illustrated by Deepa Balsavar, supported by Parag: A Sir Ratan Tata Trust Initiative, published by Pratham Books (© Pratham Books, 2018) under a CC BY 4.0 license on StoryWeaver (www.storyweaver.org.in)
Read, create and translate stories for free on www.storyweaver.org.in
When Nani finishes shopping, Venki points to a gate and asks, “Shall we take a shortcut, Nani? We’ll be at the park in no time!.”

“No,” says Nani. “We’ll go through the Lane of Beauty.”

In the Lane of Beauty, the people stitch amazing godhīs. A lady gives Nani a godhī in which Venki sees a piece of her favourite saree and a bit of his Ma’s kurta.

“Shall we go to the park now?” asks Venki.

“Yes,” says Nani. “We’ll take the Lane of Happiness.”

“Come, come,” Nani calls softly and Venki laughs as dogs and cats tumble out from everywhere! Nani pours the milk she bought at the market and they watch as the animals lick their bowls clean. Venki doesn’t want to leave the Lane of Happiness but Nani reminds him that they are on their way to the park.

Next, Nani and Venki walk through a lane behind a little school. The children are playing langdi, lagori and sakhli.

---

1 **in no time**: quickly
2 **langdi, lagori and sakhli**: These are some traditional games played in India.
“Is this the Lane of Noise?” asks Venki.

“No, it’s the Lane of Mischievous. It reminds me of you and your friends!” laughs Nani.

“Have you named all the lanes in the city?” asks Venki.

“Not all,” smiles Nani, “only the ones that are important to me!”

“The park is not far now, but you will have to be a little patient. I want to stop at the Lane of Friendship.”

In the Lane of Friendship, Nani visits her dear friend. They were girls together and they have grown old together. They whisper and they giggle.

Then, Nani gives her friend a hug and says, “It is time to leave. We will now walk through the Lane of Dreams.”

The Lane of Dreams has more books than Venki’s school library. The bookseller sells old books for very little money and buys the ones people have finished reading.

Nani chooses a book and says, “Let’s go, we are almost at the park now.”
And they walk down the Lane of Magic. Venki looks up at the big trees that offer shade, and feels a cool breeze. Nani shows him Gulmohar, Amaltas and Jarul trees. The flowers on the road look like a magic carpet.

*breeze: a gentle wind*

At last they are at the park. It has been a long time since they left home.

Venki looks around and thinks of all the people and places he has seen that morning. “I like your lanes, Nani,” he says. “May I come with you next week too?”

*About the Author: Deepa Balsavar is an Indian writer and illustrator of children's books. Her book titled 'The Seed' was selected as an Outstanding International Book for children in the White Ravens Catalogue in 2007.*

*Gulmohar, Amaltas and Jarul: These are some trees found in India.*
**COMPREHENSION**

**A** State whether the following statements are True (T) or False (F):

1. Nani goes to the park every day.  
2. Nani takes a lot of time to reach the park.  
3. The Lane of Treasures had a lot of shops.  
4. Venki quickly left the Lane of Happiness as he was scared of animals.  
5. Venki called the lane behind the school as the Lane of Noise.  
6. The bookseller in the Land of Dreams sold new books for a lot of money.

**B** Answer the following questions:

1. What does Nani do in the Lane of Treasures?  
2. What happens in the Lane of Beauty?  
3. Who does Nani call out in the Lane of Happiness? What do Nani and Venki do there?  
4. What are the children doing in the Lane of Mischief?  
5. Had Nani named all the lanes in the city? Which lanes had she named?  
6. Whom did Nani meet in the Lane of Friendship? What did they do together?  
7. What can be found in the Land of Dreams? Why is it called so?  
8. Why is the Lane of Magic called so?  
9. Does Venki like Nani's walk to the park? How do we know?

**C** Rearrange the following sentences in the correct order of the events as they happened in the story:

1. Nani feeds milk to the animals in the Lane of Happiness.  
2. Nani then went to the Lane of Dreams and chose a book for herself.  
3. Nani and Venki reached the park at last.  
4. A lady gave Nani a goddhi in the Lane of Beauty in which Venki saw a piece of her favourite saree and a bit of his mother's kurta.
5. Nani showed Venki the Gulmohar, Amaltas and Jarul trees in the Lane of Magic.

6. They then went to the Lane of Mischief which reminded Nani of Venki and his friends.

7. Venki wanted to go with Nani to the park.

8. Venki looked around and thought of all the people and places he had seen that morning. He asked Nani if he could come with her the following week too.

9. Nani met and hugged her friend in the Lane of Friendship.

10. Nani first went to the Lane of Treasures.

**LANGUAGE STRUCTURE**

**Synonyms**

Synonyms are words which have the same meanings, e.g., thief-burglar, angry-furious, etc.

**Complete the following sentences using synonyms of the words given in the help box:**

<table>
<thead>
<tr>
<th>feeble</th>
<th>pal</th>
<th>narrate</th>
<th>strong</th>
<th>hastily</th>
</tr>
</thead>
<tbody>
<tr>
<td>breadth</td>
<td>help</td>
<td>open</td>
<td>cunning</td>
<td>odour</td>
</tr>
</tbody>
</table>

1. She could finish her work due to my assistance.

2. My grandfather has become .

3. What is the of this box?

4. I am very with my mother.

5. Anisha is my .

6. The fox is a very animal.

7. A very bad was coming from the room.
8. They came to ................. a story.

9. King Bikram was very ................. .

10. She can complete any given task ................. .

Using Dictionary

Use a dictionary to know the meanings of the following words and then write the synonyms for each on your own. You may write more than one synonym.

1. conceal - ..............................................................
2. deceive - ..............................................................
3. cautious - ..............................................................
4. eminent - ..............................................................
5. drowsy - ..............................................................
6. abrupt - ..............................................................

GRAMMAR GLEE

Subject and Predicate

Write suitable predicates to the given subjects to make complete sentences:

1. Anant.................................................................
2. Karnataka...........................................................
3. The school principal............................................
4. It.................................................................
5. The villagers....................................................
6. My bag...............................................................
SUBJECT AND OBJECT

A predicate further constitutes different parts. *For example:*

We met a friend in the theatre.

Subject | Predicate
--- | ---
We | met a friend in the theatre.

The predicate consists of the verb, the object and the remaining part of the sentence.

We met a friend in the theatre.

Subject | verb | object | rest of the sentence
--- | --- | --- | ---
We | met | a friend | in the theatre.

Identify and underline the different parts of the given sentences and write ‘S’ for subject, ‘V’ for verb, ‘O’ for object and ‘R’ for the remaining part:

1. The cobbler made me a pair of sandals.
2. Sonu paid him the money.
3. Ram sent us a box of sweets.
4. Alok bought Rachna a car.
5. Uncle presented Aman a wrist watch.
6. I poured a cup of tea for myself.

Punctuation

More About Comma and Full Stop

We also use a **comma** to set off introductory words.

*For example:* Walking towards the garden, he realised that his hands were dirty.

We also use **full stop** in abbreviations, *e.g.*, a.m., p.m.

**Full stop is not used**

1. with acronyms and names of places, *e.g.*, NASA, USA, etc.
2. in abbreviations that appear in uppercase letters, *e.g.*, CEO, MD, etc.
3. in academic degrees, *e.g.*, LLB, PhD, MA, etc.
4. after names’ initials, *e.g.*, Mr, Dr, etc.
Rewrite the following sentences after correcting the use of comma and full stop:
1. The long exhausting journey, seemed never-ending.
2. At a recent meeting the workers, decided to ask for better salary.
3. Meera is the C.E.O. of a company in Delhi
4. Has your sister completed M.A.?
5. Latha is being promoted as the V.P. of the company she works for
6. Sitting in the park she was thinking, about her father.
7. Ms. Jina is our English teacher
8. Looking, at the sky she saw just a cloud of smoke.

LISTEN AND TELL

Listen carefully*. Fill in the blanks to complete the following sentences:

1. ............... likes the different coloured flowers.
2. Mohan likes the ............... .
3. ............... likes to know more about the little shrubs with flowers.
5. ............... likes to water the plants.

BE CREATIVE

Look at the picture given below and complete the given dialogues:

*Note for the teacher:
Listening Text is given on page no. 118.
Teacher : What are the children doing?

Students : .................................................................

Teacher : Where are the children playing?

Students : .................................................................

Teacher : Who is hiding behind a tree?

Students : .................................................................

Teacher : How many children are near the tree?

Students : .................................................................

Teacher : How many children are running?

Students : .................................................................

Teacher : Are there any elders in the picture?

Students : .................................................................

Teacher : What are they doing?

Students : .................................................................

**TALK TIME**

In the story that you have just read, you can see that Nani was very kind to animals. She used to buy milk from the market and feed them. Now, divide into groups of five students each and discuss about how you can be kind to animals. Share your suggestions in the class.
Before You Read: The pleasure of rain after a scorching summer is something we all have experienced in India. Read the poem and notice how aptly the poet describes the rain in the simplest of language.

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window pane
It pours and it pours;
And swift and wide,
With a muddy tide
Like a river down the gutter roars
The rain, the welcome rain.

—H.W. Longfellow

About the Poet: Henry Wadsworth Longfellow (1807–1882) was an American poet and educator. His most famous works include ‘Paul Revere’s Ride’ and ‘The Song of Hiawatha’.
### NEW WORDS

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>scorching</td>
<td>burning</td>
</tr>
<tr>
<td>fiery</td>
<td>extremely hot</td>
</tr>
<tr>
<td>clatters</td>
<td>to move with a rattling sound</td>
</tr>
<tr>
<td>tramp</td>
<td>to walk noisily</td>
</tr>
<tr>
<td>hoofs</td>
<td>the horny part of the foot of a horse</td>
</tr>
<tr>
<td>gushes</td>
<td>to flow out in a rapid stream</td>
</tr>
<tr>
<td>struggles out</td>
<td>to move out with difficulty</td>
</tr>
<tr>
<td>spout</td>
<td>a stream of liquid issuing from somewhere with great force</td>
</tr>
<tr>
<td>swift</td>
<td>fast</td>
</tr>
<tr>
<td>gutter</td>
<td>drain</td>
</tr>
<tr>
<td>roars</td>
<td>to flow with a loud sound</td>
</tr>
</tbody>
</table>

### COMPREHENSION

**A. Complete the following sentences using words from the poem:**

1. The rain is welcomed because it comes after a long spell of ...........................................

2. It rains in all the ................................................................. and the ..................................................................

3. The sound that the rain makes on the roof is compared with the sound of ..................................

4. The rain ....................... and pours across the ........................

5. During the rainy season, even gutters seem like ........................
Think and answer the following questions:
1. Why does the rain seem beautiful to the poet?
2. Who all welcome the rain?
3. Do you like the rainy season? Why/Why not?

LITERARY APPRECIATION

Find five pairs of rhyming words from the poem.

Words like ‘boom’, ‘bang’, ‘splash’ are called sound words* that mimic the sounds that they describe. Find such words from the poem.

LISTEN AND TELL

You must know that peacocks love the rainy season. Listen carefully to the teacher** as she speaks some lines about peacocks. Put a tick (✓) against each of the correct sentences and a cross (✗) against the incorrect sentences:

1. Peacocks are small, blue coloured birds.
2. The tail feathers of a peacock are more than 60 percent of the bird’s total body length.
3. Peacocks cannot fly for long distances.
4. Peacocks have colourful feathers which are of blue, white, black and orange colours.
5. A peahen’s tail is longer than that of the peacock.
6. Peacocks eat insects and plants.
7. The blue peacock is found in Java.
8. The green peacock can be found in Mynamar.

Note for the teacher:
*The sound words that actually look like the sounds they make are called onomatopoeia.
**Listening Text is given on page no. 118.
BE CREATIVE

You recently experienced a rainy day when you had to stay at home. Write a diary entry describing your experience.

TALK TIME

Most people like the rainy season but some do not. Let us now read and recite the poem ‘Monsoon’ by the poet Sanchit Saluja where he has described why he doesn’t like the rainy season. Recite the poem with proper tone, expression and rhythm. Listen to your classmates reciting the poem and learn new ways of expressing tone and rhythm. You can also colour the picture.

Monsoon

Monsoon is on its way
But I am not happy and gay
Because I do not like the puddle
And getting into a watery muddle.

My umbrella, oh it blew away
I am not at all happy and gay
The water rises above my feet
I get wet and cold with chattering teeth

All the beautiful birds go away
And hence I am not happy and gay
For I don’t want to drown
Into the water; so muddy and brown

All the poor people pray
Oh Monsoon, go away!
I am never happy and gay.
Because Monsoon is on its way.

— Sanchit Saluja