

# READERS' ENGLISH-III

FOR  
CLASS-III



BY

GROWHILLS WRITERS' BOARD

GROWHILLS

**READERS' ENGLISH - III**  
**(ENGLISH TEXT BOOK FOR CLASS -III)**

**BY**

**GROWHILLS PUBLISHING WRITERS' BOARD**

**GROWHILLS PUBLISHING**  
**KAMALPUR, BARPETA (ASSAM)**

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**KAMALPUR, BARPETA (ASSAM)**

# FOREWORD

The education policy determines the future of a nation. Only educated citizens can contribute properly to the building of a greater and stronger nation. The National Curriculum Framework, 2005 has recommended that the children's life at school must be linked to their life outside the school. It is a praiseworthy recommendation. Following the recommendation of the NCF, the NCERT has been preparing School Text Books. But the matter of regret is that the textbooks prepared by the NCERT, in spite of their auspicious attempt, have faced adverse criticism from various grounds.

First, the text books prepared by the NCERT are too much practical which in most cases, especially where the educational infrastructure is weak and poor, seems unapplicable. It is because the number of teachers in a school is meagre if compared to the number of students.

Secondly, the teaching of present Text Books needs audio-visual and other educational tools but most schools are poor in owning them.

Thirdly, the text books prepared by the NCERT have failed to keep up the grade and steps of learning. For example the elementary English Text Books prepared by the NCERT are hard nut to crack for most students. In practical life it is found that a student who has owned the certificate of passing Class V can hardly write his address correctly.

The number of schools run by Government is not sufficient for the increasing number of students and to meet the need of students many private schools have been set up. To say of Assam, there are more private schools than the schools under the State Educational Boards.

The private schools, especially in Assam have been facing hardship in getting text books because the private schools are not provided with text books prepared by the Government. In such a case they have either to import books from outside (which is not an easy task) or they have to prepare books for themselves. But it is found that the books prepared by themselves are lack in uniform. They seem to be prepared whimsically without paying mind either to standard or to coping with the grade.

So to meet with the long-felt need of unified and grade-wise text books in all subjects, especially for the private schools of the state, an adventurous mission has been undertaken by the Growhills Publishing (a publishing Industry dedicated to the service of students) to prepare text books from grass level onwards.

Every attempt has been pursued to make the publications suitable and fruitful to whom they are meant. All text books are prepared with much care paying heed to the age, psychology, environment, socio-economic condition of the average students.

Hoped that the educationists, critics, teachers, guardians and students would render their help by putting forward their valuable and critical suggestions in getting our mission a grand success.

Kamalpur  
Barpeta

**Publisher**  
**Growhills Publishing**

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## A VISIT TO THE GUWAHATI ZOO



I am Ritu. Yesterday I visited the Guwahati Zoo with my parents. My sister Jebina and younger brother Riju also accompanied us. We saw many animals and birds. We saw tigers with a cub. Seeing us the tiger made a roaring sound. Jebina got afraid of it.

We saw some other animals as: lion, wolf, rhino, antelope, yak etc. We saw a number of monkeys also. The monkeys were eating bananas. There was a giraffe too. The giraffe has a long neck. It eats the leaves of tall trees. Then we saw a zebra. The zebra has many stripes on its body.

There were some elephants also. They were eat-

ing banana trees. We saw some deer also. They were running. Riju overjoyed to see the large hippopotamus. The hippopotamus is generally found in Africa. It is a large animal with massive jaws. It lives partly in land and partly in water.

We saw some snakes also. For the first time we saw an anaconda. It is a very venomous reptile. It is largely found in the Rain Forest round the river of Amazon in America.

Thus we enjoyed the various birds among which there were crow, cuckoo, mayna, parrot, sparrow, dove, heron, kite, hen, cock, peacock, woodpecker, robin, and some others.

At half past four we returned home. We enjoyed the visit very much.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Accompany:** go somewhere with someone.

**Saw:** past form of the verb 'see'.

**Roar:** loud, deep sound made by a lion or tiger.

**afraid of:** feeling fear of.

**Antelope:** deer-like animal found in Africa and Asia.

**Stripes:** long narrow bands of different colour.

**Hippopotamus:** a large animal with massive jaws.

**Massive:** very large.

**Anaconda:** very large snake of the boa family.

**Venomous:** poisonous.

**Reptile:** a cold blooded animal of a class that includes snakes, crocodiles, lizards and tortoises.

Learn the words given above with their correct spelling, pronunciation and meaning and practise their use in sentence.

If you find any word or phrase to be new for you in the lesson, except the words given above, then make a list of them and learn their meanings and use in sentence with the help of your teacher.

### GRAMMAR

In class II you have learnt that a word that expresses an action is called a **Verb**. Primarily, a verb has three forms: as Present form, Past form and Past Participle form. Look at the underlined words in the following sentences:

I eat rice.

I ate rice yesterday.

The word 'eat' in the first sentence is a verb because it expresses an action. It is in the present form. It expresses an action of the present time. In the second sentence the word 'ate' is the past form of the verb 'eat'. It expresses an action of past time.

There are many verbs in the English language. Here a list of some verbs with their present and past forms are given below. Learn the verbs with their both forms by heart and practise their use in sentence.

<b>Present Form</b>	<b>Past Form</b>	<b>Present Form</b>	<b>Past Form</b>
Ask	asked	Beg	begged
Bring	brought	Buy	bought



Come	came	Close	closed
Drink	drank`	Do	did
Get	got	Gain	gained
Grow	grew	Give	gave
Have	had	Hear	heard
Kill	killed	Kiss	kissed
Learn	learnt	Lie	lied
live	lived	Make	made
Read	read	Run	ran
Say	said	See	saw
Sing	sang	Speak	spoke
Tell	told	Take	took
Teach	taught	Write	wrote

Now fill in the blanks of the following sentences choosing the past form of verb given within brackets:

- I ..... tea. (drink/ drank)
- He ..... a lion. (kill/ killed)
- We ..... English. (learnt/ learn)
- They ..... so. (say/ said).
- She ..... a song. (sang/ sing)

### **VOCABULARY:**

Four footed beings which generally live on either grass or flesh of other beings are called **Animals**. The animals that live in forest (jungle) are called Wild Animals. The animals that are generally kept at home are called Domestic Animals. A list of some animals are given below:

**(a) Wild Animals:** Tiger, Lion, Wolf, Hyena, Fox, Cat, Dog, Monkey, Giraffe, zebra, Yak, Buffalo, Goat, Pig, Deer etc.

**(b) Domestic Animals:** Cow, Dog, Cat, Horse, Camel, Donkey, Buffalo, Sheep etc.

## II. THEMATIC

1. Say whether the following statements are true or false:
  - (a) Riju is Ritu's younger brother.
  - (b) They visited the Kolkata zoo.
  - (c) They saw a tiger with a cub.
  - (d) Zebra has a long neck.
  - (e) Anaconda is a large, venomous reptile.
  - (f) The hippopotamus is generally found in Africa.
2. Answer the following:
  - (a) Whom did Ritu visit the zoo with?
  - (b) Who are Jebina and Riju?
  - (c) Why did the tiger make a roaring sound?
  - (d) Which animal does have a long neck?
  - (e) Which animal does have stripes on its body?
  - (f) What is a hippopotamus?
3. Write the following line three times in beautiful cursive style on your copy book.

*Anaconda is a venomous reptile*

## III. ACTIVITY

Have you ever visited any zoo? If yes, tell your classmates about the animals that you had seen.

## IV. MOTIVATIONAL TALK

The teacher should talk about the **Importance of Revision** off and on of what they read earlier.

*Hints: Revision brings in fluency, perfection and helps remember thing for long.*

**Note to the Teacher:** Teacher should tell in detail about verb especially about the use of present and past forms of verbs.

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## LESSON -2

# THE LION AND THE MOSQUITO



One summer evening a lion was sleeping under a tree. It was dozing. The wind was blowing gently. Suddenly a mosquito came and began to sing buzzing song by the ear of the lion. Being disturbed by the buzzing sound of the mosquito, the lion got angry and said "Hey mosquito, go away or I will tear you with my paws."

The mosquito looked far away and said, "Why should I go away? Let me sing my song."

Saying so the mosquito began to make buzzing sound again by the ear of the lion. The lion got much anger and hit out the mosquito with his left paw. The mosquito flew off. The paw of the lion struck his own ear.

The lion, being red with anger, decided to give the mosquito a deadly blow. He kept waiting.

After sometime the mosquito came again and be-

gan to make buzzing sound by the ear of the lion. The lion, making a loud roaring sound, held up his head and struck the mosquito with his right paw. The mosquito flew off with a loud buzzing sound. This time too the lion hit himself. His right ear began to bleed.

The mosquito kept making buzzing sound more loudly. The lion became helpless.

At last the lion got up and walked away quietly. The mosquito chased after the lion and said, "Do not be so arrogant. Know that everyone is great in his own way."

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Doze:** to sleep lightly.

**Mosquito:** a small long-legged fly.

**Buzz:** low continuous sound of a mosquito.

**Tear:** split into pieces.

**Paw:** an animal's foot that has claws and pads.

**Hey:** hello

**Roaring:** sound of a lion.

**Bleed:** come out blood from the body.

**Helpless:** unable to defend oneself.

**Chase after:** run after someone in order to catch them.

**Beast:** cruel wild animal.

## GRAMMAR

In lesson I you have learnt that a word that expresses an action is called a Verb. A verb has four forms: present form, past form, and Past Participle form. The present form is used to express an action of present time. The past form of a verb is used to express an action of past time. To express the continuation of an action 'ing' is added to the end of a verb. A verb when used with 'ing' to the end of it is called Present Participle. Mind the underlined words in the following sentences:

I am reading a book.

Sita is singing a song.

They are playing ball.

The underlined words in the above sentences are verbs. All the verbs have taken '-ing' to their end. They have expressed the continuation of actions in the present time.

Thus the present participle of a verb is formed by adding 'ing' to the end of the present form of a verb to mean the continuation of an action.

Now turn the verbs given in brackets into present participle form and fill in the blanks. One is done for you.

I am ..... English. (learn)

I am learning English. (verb + ing)

(a) He was ..... the work. (do)

(b) Seema is ..... hockey. (play)

(c) Kanka is ..... tea. (drink)

(d) They are ..... a letter. (write)

## VOCABULARY:

The sound or cry of different animals differ from one another. A list of voice (sound) of different animals is given below: (The students are advised to learn these words by heart to enrich their stock of vocabulary)

Lion	: roar	Ass	: bray
Deer	: bell	Fox	: yell
Calf	: bleat	Cow	: low
Bee	: hum	Monkey	: chatter
Tiger	: growl	Dog	: bark
Cock	: crow	Cat	: mew
Sheep	: bleat	Horse	: neigh

## II. THEMATIC

- Fill in the gaps with appropriate words from the lesson:
  - One summer evening a lion was ..... under a tree.
  - “Why should I..... away.
  - “Let me sing my .....”
- Answer the following questions:
  - What was the lion doing?
  - What did the mosquito do?
  - What did the lion say to the mosquito?
  - What did the mosquito say to the lion?
  - What lesson do we learn from the story?
- Write the following line three times in your copy book in beautiful cursive style.

*Lion is the king of beasts.*

## III. ACTIVITY

Mind the buzzing sound of a mosquito and say to your teacher how you feel the sound.

**Note to the Teacher:** The teacher should explain the use of present participle form of verb in sentence expressing continuous action in present and past time.

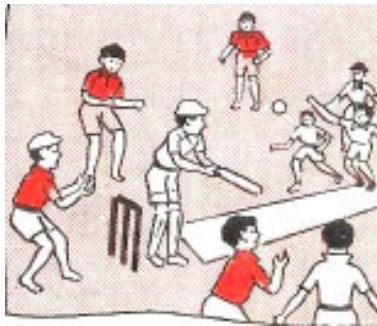
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## LESSON -3

# KNOW MY CLASSMATES



I am Nitish Kumar. I read in class III. Now it is leisure time. All the students are out of their classrooms. Some are in the canteen. They are having their dinner. Some are in the field. They are playing.



He is Anil and that is Kanak. They are my classmates. They are playing cricket. Cricket is their favourite game. Some are playing hide and seek. My friend Ramesh and Habib are running. Some are jumping. Others are enjoying the games.

She is Lilima. She is hopping on a rope. She is good in race also.



That is our Science teacher Mr. Mukul Dev Goswami. He often encourages us to take part in games and sports. He is also a good football player. Sometimes he plays with the students. Now he is playing with us.

There is an ice-cream seller. My friends Rajan, Shohel and Reba are running to him to buy ice-cream. They like ice-cream very much.

At 1.15 p.m. our leisure time comes to an end. Then we wash our hands and feet and enter our classrooms with a fresh mind.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Canteen:** restaurant in a workplace, school or college.

**Dinner:** main meal of the day eaten around mid-day.

**Encourage:** give support, confidence or hope to.

**Fresh:** new, pleasantly clean and cool.

#### GRAMMAR

In the previous lessons you have learnt that a word that



expresses an action is called Verb. In the English language there are many verbs which are broadly divided into two classes as: Auxiliary (Helping) Verb and Principal (Main) Verb.

The verbs which have a meaning of their own are called **Principal Verbs** or **Main Verbs**. For example-

Hari reads a book.

The verbs which help other verbs to form tenses are called **Auxiliary Verb** or **Helping Verb**. For example-

He is reading a book.

In the sentence the word is is an Auxiliary verb as it helps the Principal verb 'read' to form the Present Continuous Tense.

Auxiliary verbs are called **Special Finite Verbs** or **Anomalous Finite Verbs** also.

In the English language there are a total of 24 Auxiliary Verbs (including the past forms). They are:

<b>Present Form</b>	<b>Past Form</b>
(Be) Am, Is	was
Are	were
Have, has	had
Do, does	did
Shall	should
Will	would
Can	could
May	might
Must	used to
Need	
Dare	
ought (to)	

There are a lot of uses of Auxiliary (Helping) Verbs. Now learn that they are used to form continuous tenses. For example:

Radha is eating rice.

We are reading books.

In the first sentence 'is' is an auxiliary verb. It helps the principal

verb 'eat' to form continuous tense. In the second sentence the word 'are' is an auxiliary verb. It helps the main verb 'read' to form continuous tense. Thus an auxiliary verb is used to express the continuation of an action either in present time or in past time.

Mind that when a verb takes '-ing' (present participle) to express the continuation of an action then it takes an auxiliary verb before it. For example:

I am learning English.

The sentence refers to the continuation of 'learning' in the present time. The word 'learn' is the principal verb in the sentence and 'am' is the helping verb. Different pronouns take different auxiliary verbs in forming continuous tense as given below:

In forming a present continuous tense 'am' is used with 'I'; 'are' is used with 'we, you (in both persons), and they (or with any third person plural number) and 'is' is used with 'he, she, it' or with any subject in the third person singular number. Let us illustrate the use of auxiliary verbs with pronouns in forming present continuous tense and past continuous tense according to number and person as under:

**(a) Use of Auxiliary Verbs (Be Verbs) in Present Continuous Tense:**

Person	Singular	Plural
1st	I am	We are
2nd	You are	You are
3rd	He/ she/ it is	They are.

**(b) Use of Auxiliary Verbs (Be Verbs) in Past Continuous Tense:**

Person	Singular	Plural
1st	I was	We were
2nd	You were	You were
3rd	He/ she/ it was	They were.

Now fill up the gaps with appropriate auxiliary verbs choosing from the list given within brackets:

(a) I ..... doing my duty. (am/ were, is)

(b) We ..... drinking milk. ( is/ are/ am)

(c) You ..... working here. (am/ is/ are)

(d) He ..... writing a letter. (am/ are/ is).

Practise the use of auxiliary verbs in expressing the continuation of actions both in present time and past time.

### VOCABULARY:

Learn the words referring to different games and sports:

Football, Volley Ball, Cricket, Carrom, Chess, Ludo, Wrestling, Boxing, Hockey, Dice, Polo, Swimming, Badminton, Rowing, Cards, Ha-do-do, Race, Horse Race, Tennis, Kite, Dawn, Club, Archery, Cycling, Climbing, Gliding, Rappelling etc.

## II. THEMATIC

1. Fill in the gaps with appropriate words from the lesson:

(a) Now it is ..... time.

(b) They are having their .....

(c) Lilima is ..... on a rope.

2. Answer the following questions:

(a) Who are Anil and Kanak?

(b) What are Ramesh and Habib doing?

(c) What is the name of the Science Teacher?

(d) When does their leisure time come to an end?

3. Write the following line three times on your copy book in beautiful cursive style.

*Cricket is my favourite game.*

## III. ACTIVITY

Write five sentences using 'verb-ing' and show your teacher.

**Note to the Teacher:** The teacher should explain the use of auxiliary verbs in making continuous tense.

## LESSON -4

### I LIKE

I am a very little boy  
I like to play with toy.  
I like milk and sweets  
And luscious fruits.



Mother fondles me much  
My father is also such.  
I have a sister so dear.  
I'm happy if she is near.

*Menonim Menonimus*

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Luscious:** juicy and sweet.

**Fondle:** to love and caress too much.

## II. THEMATIC

1. Learn the poem by heart and write in your copy book from your memory.

1. Write the rhyming words of the following:

boy .....; sweets .....

such .....; dear .....

**Note:** The words which sound alike are called Rhyming Words. Rhyming words are often ends with the same letter or letters.

3. Match the column A with column B

**A**

I am a

I like

I have a

I'm happy

**B**

to play with toy.

very little boy.

if she is near.

a sister so dear.

4. Answer the following questions:

(a) What does the little boy like?

(b) Does he like milk and sweet fruits?

(c) Do his parents fondle him?

(d) When is the little boy happy?

## III. ACTIVITY

What do you like to eat? Converse with your classmates.

**Note to the Teacher:** Teacher would explain the theme of the poem in vernacular language and make the students recite the poem with accurate pronunciation. The teacher should check the copy book of the students and inculcate them in writing with accuracy in spelling and punctuation marks. He should also tell them about making rhyming words.

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## LESSON -5

### RIDDLES FOR FUN-I

(1)

I am a band of seven colours.  
You can see me after the rain  
Far opposite to the sun.  
Say: what am I?

*Clues:*



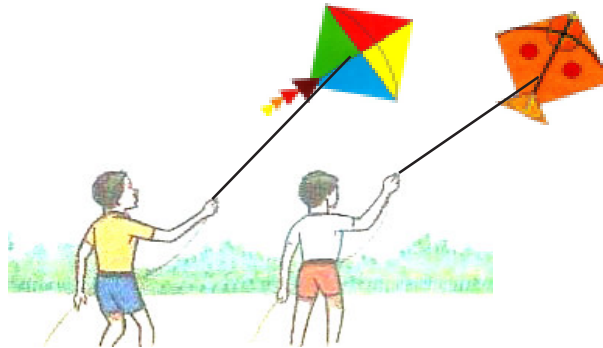
(2)

I am round in shape.  
I keep on changing my shape.  
You can see me at night.  
Who am I?

*Clues:*



**N. B.** The Riddles are only for enjoyment.

**FLYING BRIDE**

Yesterday was Sunday. Sunday is our weekly holiday. We enjoy full freedom on Sundays. We play cricket, ha-do-do, football and run in the open fields. Yesterday I did nothing but made a kite with the finest colouring paper of the market. When I completed the making of the kite, it looked like a bride. Hence I named it Flying Bride. The making of the kite took my half a day.

In the afternoon I took my Flying Bride to the fair. There were a huge gathering of people in the fair. Everybody seemed to be in happy and jolly mood. The boys and girls of my age were enjoying merry-go-round on wooden horses.

There I met Rabbi, one of my closest classmates. I was glad to meet him. I found him flying a kite at the west corner of the vast field. He called his kite Blue Angel.

I took my Flying Bride there and soon a

competition of flying kites began. The east wind was blowing gently. My Flying Bride began to soar high.

A rivalry between my kite and that of Rabbi began. When my kite surpassed Rabbi's Blue Angel in flying higher, I became overjoyed and said, "Hey Rabbi, look, my kite has surpassed yours."

After sometime Rabbi's Blue Angel began to fly higher than that of mine. Then out of joy, Rabbi made a loud cry and said, "O look at, my Angle has overcome yours."

Thus we enjoyed the flying of kites for an hour. The speed of wind was on increase. Suddenly my Flying Bride made a downward movement and struck with the thread of that of Rabbi. After sometime the thread of my kite tore off at the middle high. The wind began to carry my bride up and away, up and away, up and away. The boys and girls who were enjoying the competition broke into sudden loud shriek with fun.

I lost my kite. But I am happy that my Flying Bride had reached heaven.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Fair:** gathering of side-shows and amusement for public entertainment.



**Closest:** nearest, very intimate.

**Surpass:** to cross

**Overjoy:** to feel excessive joy.

**Shriek:** make a loud cry.

**Overcome:** to defeat.

**Heaven:** a place where the soul of pious people go and live after death.

### GRAMMAR

You have already come across the learning of verbs. Here recall to mind that we use past form of a verb to express an action of past time. Look at the following sentences:

I made a kite yesterday.

Rabbi went to the fair.

The underlined words of the above sentences are verbs: 'made' is the past form of the verb 'make' and 'went' is the past form of the verb 'go'.

Now rewrite the following sentences using the past form of verbs given within brackets against each sentence:

(a) I ..... my kite Flying Bride. (name/ named)

(b) Rabbi also ..... a kite. (made/ make)

(c) Many people ..... there. (gathered/ gather).

(d) A rivalry ..... between us. (begin/ began)

(e) We ..... our friends on the way. (met/ meet).

### VOCABULARY:

Mind the sound of the following words:

close, rose.

The words bear 'o' sound with silent 'e'. There are many words with 'o' sound and silent 'e' in English. Some of such words are: *horse, nose, rose, close, globe, shore, smoke, poke, spoke, bore, robe, sole, hole, pole, mole* etc.

Learn the accurate pronunciation and use of these words

in sentence with the help of your teacher.

## II. THEMATIC

1. Read the following statements and say whether they are true or false:

- (a) The boy named his kite Flying Bride.
- (b) He carried the kite to a nearby city.
- (c) Rabbi called his kite Blue Angel.
- (d) They were enjoying merry-go-round.
- (e) Rabbi lost his kite.

2. Fill in the gaps with appropriate words from the lesson:

- (a) Yesterday was .....
- (b) The making of kite took my .....
- (c) Everybody seemed to be in ..... and ..... mood.
- (d) There I ..... Rabbi.
- (e) A rivalry between my kite and that of Rabbi .....

2. Answer the following questions:

- (a) What was called the kite made by the boy?
- (b) How much time did the kite take to be completed?
- (c) What were the children enjoying?
- (d) What was the name of the kite made by Rabbi?
- (e) What did happen to the kite made by the boy?

3. Write the following line three times in your copy book in beautiful cursive style.

*Computer is a great invention of Science.*

## III. ACTIVITY

Have you ever enjoyed the flying of a kite? If yes, tell your classmates how you felt.

**Note to the Teacher:** While teaching the lesson the teacher should teach the students about the use of past form of verbs in expressing the actions of past time.

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## LESSON -7

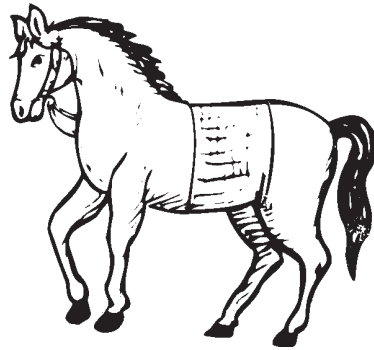
### LET US KNOW



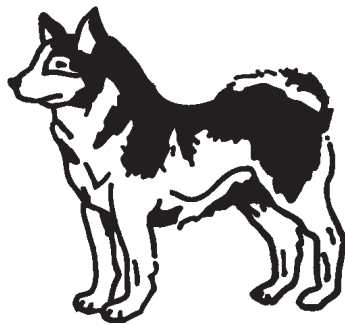
This is a mango tree. There are many ripe mangoes in the tree. The tree belongs to the Kakati family. Nipen Kakati is the son of the Kakati couple. He reads in Kamakhya Model Academy. He is very calm and quiet. Everybody loves him.



This is a bunyan tree. There is a bird on the tree. It is called cuckoo. It is black in colour but it can sing sweet song. It appears in spring. It is a very cunning bird. It lays eggs in crow's nest.



This is a horse. Is it red? No, it is white. Only hundred years back rich people used it as a common vehicle. Now-a-days people hardly use a horse as a means of travelling from place to place. Instead of horse or other animals we use motor cars as easy means of tour and transport.



This is a dog. Is it white? No, it is black. It is a domestic one. It belongs to the Barkataki family. They take good care of it. It guards their home at night. It barks much. If it is kept unsaddled, no stranger can enter their home. There are many usefulness of a dog. In ancient times dogs were used for hunting wild animals. Dogs are faithful animals. They obey the instructions of their masters very obediently.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Couple:** two people who are married (husband and wife).

**Calm:** peaceful.

**Quiet:** shy and not tending to talk very much.

**Cuckoo:** a black bird known for laying eggs in crow's nest.

**Appear:** come into view.

**Cunning:** clever, skilfull.

**Vehicle:** car, lorry, truck etc. used for transporting people or goods on land.

**Instead of:** in place of.

**Means:** method or way of doing things.

**Transport:** carry goods or people from one place to another by means of vehicle.

**Bark:** sharp sudden cry of a dog or fox.

**Stranger:** unknown person.

**Instruction:** an order (information about how something should be done).

**Obediently:** very humbly and willingly.

#### GRAMMAR

Notice the underlined words (phrase) of the following sentences:

*The tree belongs to Kakati family.*

The underlined words 'belong to' refer to possession. We can express the same meaning in other way also as:

*The tree is under the possession of the Kakati family.*

Now rewrite the following sentence using 'belong to'. One is done for you:

The book is under my possession.

The book belongs to me.

(a) The pen is under your possession.

(b) The car is under your possession.

(c) The box is under Ram's possession.

### **VOCABULARY:**

Learn the following words pertaining to conveyance (vehicle):

*cart, rickshaw, trolley, boat, Canoe, palanquin, chariot, cycle, bus, lorry, taxi, motor-cycle, van, train, tram, metro-rail, bomber, rocket, aeroplane, aircraft, truck, mailvan etc.*

## **II. THEMATIC**

1. Read the following statements and say whether they are true or false:

(a) The tree belongs to the Kakati family.

(b) Nipen is very calm and quiet.

(c) The cuckoo appears in winter.

(d) The horse is black.

(e) The dog is white.

2. Fill in the gaps with appropriate words from the lesson:

(a) There are many ripe ..... in the tree.

(b) Nipen reads in .....

(c) There is a bird ..... the tree.

(d) The dog is a ..... animal.

(e) In ancient times dogs were used for hunting  
.....

2. Answer the following questions:

(a) Whom does the mango tree belong to?

(b) How is Nipen Kakati?

(c) Why is the cuckoo called a cunning bird?

(d) What is used as a means of transport instead of horse or animals now-a-days?

3. Write the following line three times in your copy book in beautiful cursive style.

*The dog is a faithful animal.*

### III. ACTIVITY

Have you any car? If yes, tell about the use of it.

**Note to the Teacher:** While teaching the lesson the teacher should teach the students about the use of 'belong to' with ample examples.

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**LESSON -8****MIGHT IS RIGHT**

In a forest there was a lion. He had three followers: a fox, a wolf and a bear. Once they went for hunting together. They could hunt a stag. They returned being tired and hungry. The kill was divided into four parts to be shared by the four. But the lion was intending to get all the shares for him.

The lion said to the followers, "I am the king of the forest. So I claim the first part as the king's share."

"The second part is due to me, as I am the strongest and bravest of all", Said the lion.

Again the lion said, "I have my young ones to feed. So I claim the third part for them."

For the fourth part, the lion challenged each of them to fight and get it by defeating him.

The three followers were angry but they had nothing to do. They dared not to fight the lion. Then they left the forest and went to another forest.



## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Follower:** person that follow, supporter.

**Hungry:** feeling to eat something.

**Stag:** male deer.

**Intend:** want to get something.

**Claim:** demand something for himself.

**Bravest:** boldest.

**Challenge:** call on someone to fight or do something difficult.

**Defeat:** win a victory against.

#### GRAMMAR

Notice the underlined word of the following sentence:

*Once they went for hunting together.*

The underlined word is an adverb. It is used to refer to an indefinite past time.

Now rewrite the following sentence using 'once'. before them. One is done for you:

There was a river.

*Once there was a river.*

- (a) I had a red pencil.
- (b) They went to Delhi.
- (c) There was a king.

#### VOCABULARY:

Mind the sound of the following words:

share, shop.

The words bear 'sh' sound. There are many words in English with 'sh' sound. Some of such words are: shark, shadow, shed, sheet, shake, shave, sheep, shelf, shin, fish, shovel, ship, shirt, shop, shoe, etc.

Learn these words and try to make sentence with them.

## II. THEMATIC

1. Fill in the gaps with appropriate words from the alternatives given within brackets against each sentence:

- (a) Once there was a ..... (tiger/ lion).
- (b) They could hunt a ..... (deer/ stag).
- (c) The kill was divided into .....parts. (four/ three)
- (d) All the followers were ..... (happy/ angry).
- (e) They went to another ..... land/ forest).

2. Answer the following questions:

- (a) How many followers did the lion have?
- (b) What did they hunt?
- (c) How many parts were the kill divided into?
- (d) Who did share the third part of the kill?

3. Write the following line three times on your copy book in beautiful cursive style.

*The mighty are not always just.*

## III. ACTIVITY

While coming to school how many kind of animals do you see everyday? Make a list of them.

2. Collect some photos of flesh eating animals from papers or old books and write their names under the photos.

## LESSON -9

# TRAINS

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.



Carrying passengers,  
Carrying mail,  
Carrying precious loads  
Without fail.

Thousands of freight cars,  
All rushing on,  
Through day and darkness  
Through dusk and dawn.

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

*J. S. Tippet*

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Mountain:** a very high and steep hill.

**Train:** a series of railway carriages moved by a locomotive.

**Mail:** letters and parcels sent by post.

**Precious:** valuable.

**Load:** heavy and bulky thing that is being carried.

**Freight:** goods transported by truck, train, ship or aircraft.

**Though:** although, however.

**Dusk:** the darker stage of twi-light.

**Dawn:** the first appearance of light in the sky in the morning.

### II. THEMATIC

1. Learn the poem by heart and write in your copy book from your memory.

1. Write the rhyming words of the following:

Mountains .....;      Mail .....

**Note:** The words which sound alike are called **Rhyming Words**. Rhyming words often end with the same letter or letters.

3. Fill in the gaps of the following from the poem:

Over the mountains,

.....,

Over the rivers,

.....,

Here come the trains.

Carrying passengers,  
.....,

Bringing precious loads,  
.....

4. Answer the following questions:

- (a) Over what do the trains run?
- (b) What things do the trains carry?
- (c) When do the trains run?
- (d) Write the meanings of 'freight', 'dusk' and 'dawn'.

### III. ACTIVITY

Do you ever have a train rides? If yes, narrate your train journey in about five sentences. If not, ask your friend about his train journey.

**Note to the Teacher:** Teacher would explain the theme of the poem in vernacular language and make the students recite the poem with accurate pronunciation. The teacher should check the copy book of the students and inculcate them in writing with accuracy in spelling and punctuation marks. He should also tell them about making rhyming words.

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## LESSON -10

### RIDDLES FOR FUN -II

(1)

I have wings.  
I can fly,  
But I'm not a bird.  
People find me in the sky.  
Tell me what am I?

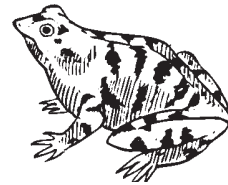
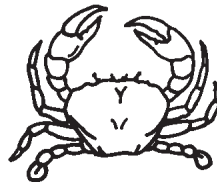
Clues:



(2)

I can swim.  
I live in water.  
I have fins.  
What am I?

Clues:



**I HAVE A SILLY SISTER**

I have a little silly sister. Her name is Jitumoni. She always sticks at my mother. Sometimes she keeps whining for sweetmeats. She does not know what toilet is and she urinates at the floor of our house. She even does not know the difference between red and white.

She is very childish. When we play with the seeds of peach she thinks they are real food. She even puts them into mouth to eat.

When I open the book of A B C, she tears off the pages of the book and laughs with great joy.

When I become angry with her and scold her, she thinks it to be a great fun.

She likes to play with sands and mud. If mother asks her to keep away from such dirty things she cries

bitterly.

When my mother or father calls me by my name, she also calls me by my name. She often forgets to call me 'Dada'.

Yester-night when the mother was showing her the full moon, she kept crying for an hour insisting on bringing the moon down for her.

When I sit on my study she climbs up my shoulder and began to scratch my hair.

She is so silly to appreciate things. But I am proud of having a silly sister like her.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Silly:** showing a lack of common sense.

**Stick at:** adhere to.

**Whine:** a long complaining cry.

**Sometimes:** occasionally.

**Sweetmeats:** sweet food for children.

**Toilet:** a large bowl for urinating or defecating into.

**Urinate:** pass urine out of the body.

**Seed:** hard object produced by a plant from which new plant may grow.



**Peach:** a round fruit with yellow and red skin.

**Tear:** split into pieces.

**Angry:** feeling or showing anger.

**Mud:** soft, wet, sticky earth.

**Insist on:** demand forcefully that something should be done.

**Shoulder:** the joint between the upper arm and the main part of the body.

**Scratch:** rub part of the body with finger-nails.

**Appreciate:** to know the value of.

### GRAMMAR

Notice the following sentence:

*She drinks milk.*

The sentence expresses an action of present time..

When a sentence is formed of a subject, a verb in the present form and with an object then it is called a sentence of Present Indefinite Tense.

The formation of a sentence of present Indefinite Tense may be shown as :

Subject + Main Verb (present form) + Object.

Now use suitable verbs in the gaps of the following sentences:

(a) She ..... at the floor.

(b) She ..... with doll.

(c) When I ..... my book.

### VOCABULARY:

Learn the following words relating to human relationship:

*Father, Mother, Son, Daughter, Brother, Sister, Uncle, Aunt, Grandfather, Grandmother, Paternal Uncle, Maternal Uncle, Father-in-law, Mother-in-Law, Brother-in-law, Sister-in-law, Friend, Boy-friend, Girl-friend, Husband, Wife, Niece, Nephew etc.*

## II. THEMATIC

1. Say whether the statements are true or false:
  - (a) I have a silly sister.
  - (b) She likes to eat mangoes.
  - (b) She often forgets to call me 'Dada'.
2. Answer the following questions:
  - (a) Why does Jitumoni keep whining?
  - (b) What does the baby do with the seeds of peach?
  - (c) When does the baby laugh with great joy?
3. Write the following line three times in your copy book in beautiful cursive style.

*Children like sweetmeats.*

## III. ACTIVITY

Have you a little brother or sister. If yes, tell how he/ she behaves with you.

**Note to the Teacher:** While teaching the lesson the teacher should teach the students about making the sentence of Present Indefinite Tense.

000

## LESSON -12

### EARLY RISING



Early-rising means the habit of getting up from bed early in the morning. The proverb says:

*Early to bed, early to rise*

*Makes a man perfect and wise.*

There are many benefits of early-rising. It helps us improve our health. In the morning the air is fresh and pure. It soothes our body and refreshes our mind. An early riser gets plenty of time of work for the whole day. He never gets short of time. The habit of early-rising teaches us the lesson of punctuality as it is the first step of maintaining discipline.

Early-rising is much beneficial for the students. A student, who gets up early in the morning, feels calm and quiet in mind. This freshness helps him do his work

properly. In a calm and fresh environment the student can concentrate his attention in his study. So the habit of early-rising should be maintained by all students.

Later risers are often seemed to complain of bodily disorder. They are always in want of time. It is known that most weak (both bodily and mentally) students are later risers.

Everybody should cultivate this habit of early-rising from his childhood.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Proverb:** a popular saying that is generally true.

**Benefit:** advantage or profit.

**Improve:** become better.

**Soothe:** relieve pain or discomfort.

**Punctuality:** doing things in proper time.

**Discipline:** the training of people to obey rules or code of behaviour.

**Beneficial:** having a good effect.

**Environment:** the surroundings in which a person, animal or plant live or operates,

**Properly:** in a correct way.

**Concentrate:** focus all your attention to something.

**Maintain:** keep something the same state.

**Complain:** express dissatisfaction.

**Disorder:** disorganisation, illness.

### GRAMMAR

Notice the underlined parts of the following sentence:

*Early-rising helps us improve our health.*

The underlined word (phrase) *i.e.* 'Early-rising' of the above quoted sentence refers to thing (habit) about which something is said in the later part of the sentence.

Thus the part of a sentence about which or whom something is being said is called a 'Subject' of the sentence. And what is said about the subject is called a 'Predicate'. More examples:

#### **Subject**

I

Ram

The mangoes

#### **Predicate**

drink tea.

plays football.

are sweet.

Now indicate the subject and predicate of the following sentences:

(a) The cattle are grazing in the field.

(b) The doll is made of rags.

(c) When you go there accompany me.

### VOCABULARY:

There are many words in English with 'ea' sound. Some of such words are: *seam, stream, meat, pleat, beam, team, beat, wheat, steam, scream, knead, plead, cream, dream, bead, read* etc.

Learn the words with the help of your teacher.

## II. THEMATIC

1. Say whether the statements are true or false:

(a) There are many benefits of early-rising.

(b) The habit of early rising teaches us the lesson of punctuality.

(b) The early-risers often complain of bodily disorder.

2. Answer the following questions:

(a) What does early-rising mean?

(b) What are the benefits of early rising?

(c) What are the complains made by the later risers?

3. Write the following line three times on your copy book in beautiful cursive style.

*The Earth moves round the sun.*

### III. ACTIVITY

Do you rise up early in the morning? If not, say why you don't do so.

**Note to the Teacher:** While teaching the lesson the teacher should teach the students in identifying subject and predicate in a sentence in detail with ample examples.

000

## LESSON -13

### BIRBAL

Have you ever heard of Birbal? He was a minister in the royal court of Akbar, the third Mughal Emperor. He had so an ingenious mind that he could invent the ways of solving any puzzle. Birbal's presence gave entertainment to the court. Akbar loved him much for his humorous but wise talks and deeds. Many times he helped the king in solving out big problems faced by the king.

One day the king called in all his ministers including Birbal. When all of his ministers arrived at the court then the king drew a line on the floor and ordered his ministers, "Make this line shorter without rubbing out any part of it."

No one knew what to do. Every minister looked at the line and was puzzled. No one could think of any way to make it shorter without cutting off a part of the line.

All the ministers, except Birbal looked at each other and said, "Impossible, impossible! It is impossible to make the line shorter without erasing off any part of it."

Birbal who was sitting at a corner of the court, at last, stood up from his seat, came up to the spot of the

line and drew a longer line under the line drawn by the king and said, "My Lord, look, your line is shorter than this."

Everyone in the court looked at the line and became dumb in shame. Truly the line drawn by the king was shorter than the line drawn by Birbal.

The king thanked and praised Birbal with a precious gift.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Minister:** a head of a government department.

**Royal:** relating to a king.

**Emperor:** the ruler of an empire.

**Ingenious:** clever, original and inventive.

**Invent:** to create or design a new thing.

**Solve:** find an answer to a problem or question.

**Entertainment:** amusement.

**Humorous:** causing amusement.

**Puzzle:** problem designed to test mental skill or knowledge.

**Include:** have something as a part of a whole.

**Rub:** to erase.

**Except:** not including.

**Dumb:** unable to speak.

**Shame:** feeling dishonoured.



**Precious:** rare and worth a lot of money.

**Gift:** a present.

### GRAMMAR

Notice the following sentence:

*Have you ever heard of Birbal?*

The above quoted sentence is an interrogative sentence. A sentence that asks a question is called an **Interrogative Sentence**. Most sentence having an auxiliary verb can be turned into an interrogative sentence by placing the auxiliary verb before the subject. More examples:

Is he a boy?

Are you a student?

May I come in, Sir?

Now turn the following sentences into interrogative sentences: One is done for you:

Seema has a red pen.

Has Seema a red pen?" (Interrogative)

(a) He is honest.

(b) They are playing cricket.

(c) Anima is a good singer.

### VOCABULARY:

There are many words in English which ends with 'ing' sound. Some of such words are: *king, ring, wing, swing, sting, rolling*, etc.

Learn the words and try to use them in sentence.

## II. THEMATIC

1. Fill in the gaps with appropriate words from the text:

(a) Have you ever ..... of Birbal?

(b) Birbal's presence gave ..... to the court.

(b) Birbal was .....at a corner of the court.

2. Answer the following questions:

(a) Who was Birbal?

(b) What did the king do one day?

(c) How did Birbal make the line shorter?

3. Write the following line three times on your copy book in beautiful cursive style.

*Akbar was a great king.*

### III. ACTIVITY

Suppose you have a kite. How would make it bigger? Discuss with your classmates.

**Note to the Teacher:** While teaching the lesson the teacher should teach the students about how an interrogative sentence can be made by using the auxiliary verb before the subject.

000

## LESSON -14

### WAKE UP!



Wake up! Wake up!  
It's a lovely day.  
Oh! Please get up  
And come and play.  
It's too late to lie in bed,  
So hurry up, you sleepy head.

Wash and dress  
And come on out-  
Everyone is up and about.  
The cows, the horses, the ducks  
And the sheep,  
The tiniest chicken  
Cheep-cheep-cheep  
Wake up!

---- C. Fletcher

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Lovely:** very beautiful, very pleasant.

**Sleepy:** needing sleep.

**Hurry up:** make haste.

**Tiniest:** very small.

**Chicken:** young hen

**Cheep:** the call of chicken.

### II. THEMATIC

1. Learn the poem by heart and write in your copy book from your memory.

2. Write the rhyming words of the following:

day....., bed....., out.....,

3. Answer the following questions:

(a) How is the day?

(b) Who are already awake?

(c) What creatures wake up in the morning before the children do?

### III. ACTIVITY

Have you heard the voice of chicken? If yes, say how you feel their voice.

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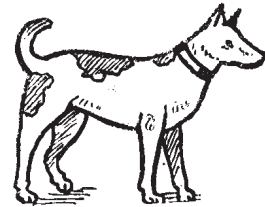
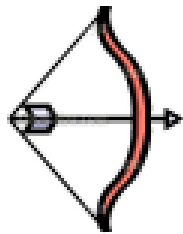
## LESSON -15

### RIDDLES FOR FUN-III

(1)

I have a throat but no head.  
I have two arms but no hand.  
Who am I?

Clues:



(2)

I go from home to home.  
Sometimes I am narrow and sometimes broad.  
Both in rain and snowfall  
I remain always outside. Who am I?

Clues:



Road

**THE ENORMOUS RADISH**

Many years ago there was an old man in Arab. His name was Abdullah. He was a farmer. He cultivated vegetables like radish, cabbage, carrot, turnip, cauliflower etc. Once he planted radish. The radish seeds grew lively. They began to grow big and bigger. One among them grew unprecedently bigger. When the radish became mature, Abdullah went to the field and wanted to pull the biggest one.

The old man pulled and pulled but he could not pull out the enormous radish.

In the mean time a stranger was coming on by the way. He came forward and said, 'Let's us try.'

The old farmer and the stranger pulled and pulled the enormous radish but they could not pull it up.

Then a young man who was on his way to the market, came up to the old man and said, "I will help you."

The old man, the stranger and the young man pulled and pulled the radish but they also failed.

Then a beggar, who was on the way to the nearby village, came and said, " Let's try together."

The old man, the stranger, the young man and the beggar pulled and pulled. But they could not succeed in pulling out the enormous radish.

In the mean time a widow happened to come by the way. She came up to them and said, "May I help you?"

Then the old man, the stranger, the young man, the beggar and the widow pulled and pulled and at last they succeeded in pulling out the enormous radish.

The old farmer thanked them all for rendering their help in pulling out the radish. Abdullah cut the enormous radish into several pieces and shared with all of them.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Farmer:** cultivator.

**Cultivate:** prepare and use land for crops.

**Unprecedentedly:** without having any previous example.

**Mature:** grown up

**Pull:** supply force to something so as to move towards oneself.

**Enormous:** very big.

**Stranger:** unknown person.

**Beggar:** One who lives on begging.

**Succeed:** become successful.

**Happen:** to cause

**Share:** to have a part of.

#### GRAMMAR

Notice the underlined verb of the following sentence:

*There was an old man.*

In the above sentence the underlined word is a 'be' verb. Am, is, was, are, were - are Be Verbs. Sometimes the be verbs are used as linking verbs. They link the subject with the remaining parts of a sentence. In the above quoted sentence the be verb 'was' is used as a linking verb.

Now underline the be verbs in the following sentences:

- (a) His name was Abdullah.
- (b) Tapan is a good boy.
- (c) He was on his way home.
- (d) Sheela is good at mathematics.

#### VOCABULARY:

Be familiar with the name of some vegetables:



Pea, beet, onion, gourd, pumpkin, soyabean, carrot, sorrel, parsnip, arum, cauliflower, Radish, cabbage, spoon gourd, lady's finger, mint, basil, mushroom, pea pod, garlic, brinjal, spinach, beans etc.

## II. THEMATIC

1. Match the column 'A' with their meaning in column 'B'

A	B
Farmer:	one who lives on begging.
Cultivate:	cultivator.
Enormous	unknown person.
Unprecedentedly:	grown up.
Mature:	having no previous example.
Stranger:	to prepare land for crops.
Beggar:	very big.

2. Answer the following questions:

- What was the name of the old man?
- What was he?
- What did he cultivate in his farm?
- Did he alone can pull out the enormous radish?
- How did he pull out the enormous radish?
- What did he do with his radish?

## III. ACTIVITY

Do you like gardening? If you like, tell your classmates about the vegetables you cultivate.

## IV. MOTIVATIONAL TALK

The teacher would talk about the **Benefits of Gardening** at home.

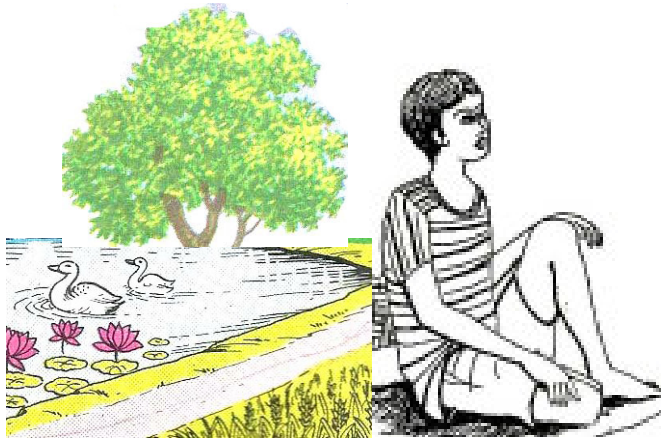
**Hints:** Gardening is a good hobby. Working in the garden for sometime refresh our mind. It teaches us the lesson of punctuality. It brings in some financial gain.

**Note to the Teacher:** The teacher would teach the use of Be Verbs as linking verbs with ample examples.

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## LESSON -17

# THE HONEST WOOD-CUTTER



Once there was a wood-cutter. He was very poor but honest. He lived in a village with his wife and three children. He earned his livelihood by cutting wood beside a river.

One day while he was cutting wood, suddenly his axe slipped off his hand and fell down the river. He felt sad and began to cry saying, "I have lost my axe. How would I feed my children?"

Seeing the poor wood-cutter sad and crying, the water-god came out of the river and appeared before him. He consoled the wood-cutter saying, "O! brother why are you crying?"

The wood cutter said what had happened.

The water-god took pity on him and the god dived into the river and brought a golden axe and said to the

wood-cutter, "Take your axe and resume your work."

The wood-cutter looked at the axe and replied, "No, the axe is not mine. I can not take it."

Then the god dived into the river again and brought a silver axe and gave it to the wood-cutter. But the wood-cutter said, "It is not mine. I cannot take it."

For the third time the water-god dived into the river and brought the axe made of iron and said, "Is it yours?"

Then the wood-cutter nodded his head and replied, "Yes, this is mine."

The water-god was pleased at the honesty of the poor wood-cutter and as a reward the god gave him all the axes.

The wood-cutter became happy.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Wood-cutter:** a person who lives on cutting wood.

**Livelihood:** occupation.

**Beside:** by the side of

**Axe:** a tool used for chooping wood.

**Appear:** come into view.

**Console:** comfort someone who is unhappy.

**Reward:** a present given in recognition of one's achievement.

**Dive:** to go under water.

**Pity:** feeling of sympathy.

### GRAMMAR

Notice the following sentences:

*Once there was a wood-cutter.*

*One day he lost his axe.*

The underlined words of the sentences are adverbs. They refer to indefinite past time. Thus to refer to indefinite past time *once, once upon a time, one day* etc. are used at the beginning of a sentence.

Now rewrite the following sentences using *Once, Once upon a time* or *One day*.

(a) There was a big lake.

(b) Our land was governed by the English.

(c) We were happy.

### VOCABULARY:

Learn the following words relating to plants and trees:

*plant, stem, trunk, plank, twig, branch, root, craft, log, timber, wood, fiber, shrub, weed, grass, parasite, thorn, bark, straw, etc.*

## II. THEMATIC

1. Say whether the following statements are true or false:

(a) The wood-cutter was very poor but honest.

(b) He had an axe made of iron.

(c) The wood-cutter received the golden axe.

2. Answer the following questions:

(a) How did the wood-cutter earn his livelihood?

(b) Where did the wood-cutter cut wood?

(c) What happened to his axe?

(d) Who consoled the wood-cutter?

(e) Had he found his iron axe.

(f) Why did the water-god give him all the axes?

3. Write the following line three times on your copy book in beautiful cursive style.

*Honesty pays in the long run.*

### III. ACTIVITY

If you meet a poor wood-cutter who has lost his axe, what will you do? How would you console him? Talk about this with your classmates.

### IV. MOTIVATIONAL TALK

While teaching the lesson the teacher would motivate the students to maintain honesty in every sphere of life.

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## LESSON -18

### THE OLD WOMAN AND THE PHYSICIAN

In ancient Egypt there was a widow. She lived alone in a house. She had neither son nor daughter. She inherited a huge property from her parents.

When she grew old, she lost her eyesight. One day he called in a Physician to heal her blindness. She made this bargain with him that if the physician should cure her blindness, she would pay him. But if her infirmity remained, she should give him nothing.

After this agreement, the physician began to frequent her house to apply the doze of medicine to her eyes. She began to be cured slowly. But on the other hand the physician, on his every visit, kept stealing her valuable goods little by little.

After about six months the physician declared that the old widow got healed of her blindness and then the physician demanded the promised payment.

The old woman, when she recovered her eye-sight saw none of her goods in her house. Then she refused to pay the physician.

The Physician insisted on his claim, and as she still refused, summoned her before the Judge. The old

woman, standing up in the Court, argued: “This man here speaks the truth that I would pay him if I get healed of my blindness, but if I am not healed I would to give him nothing.”

The judge asked, “Are you healed?”

The old woman said, “Though the physician claims that he has healed me, yet in reality I am not healed. When I began to grow blind I saw in my house various valuable goods: but now, though he swears I am cured of my blindness, I am not able to see a single thing in it.”

The judge ordered the physician to treat her till she would not see her valuable goods.

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Widow:** a woman whose husband is dead.

**Inherit:** receive property from someone when they die.

**Huge:** very large.

**Physician:** doctor.

**Bargain:** an agreement made between people to do something for each other..

**Cure:** to recover from illness.

**Infirmity:** physical weakness.

**Frequent:** visit a place often.

**Insist on:** demand forcefully.

**Summon:** to order someone to be present.

**Refuse:** deny.

**Treat:** give medical care.

### GRAMMAR

Notice the following sentences:

*She had neither son nor daughter*

The underlined words i.e. *neither .... nor* is used as conjunction.

It is used to mean none of the two. Neither ..... nor take singular verb. More examples:

*Neither Ram nor his brother is present.*

*Neither you nor your sister is wicked.*

Now rewrite the following sentences using neither ..... nor:

(a) Lilima is not good. Her sister is not good.

(b) You have not a book. You have not a pen.

(c) She is not reading. She is not writing.

### VOCABULARY:

Learn the following words relating to disease:

*Fever, Cold, Cough, Headache, Typhoid, Malaria, Epidemic, Diarrhoea, Flatulence, Blood-dysentery, Acidity, Piles, Pain, Gout, Vomiting, Injury, Tumour, Boil, Measles, Small pox, Itch, Leprosy, pimple, Insanity, Phthisis, Anaemia, Titanys, Ophthalmia etc.*

## II. THEMATIC

1. Answer the following questions:

(a) Where did the widow live?

(b) Did she have a son or a daughter?

(c) When did the woman lose her eyesight?

(d) What was the bargain between the old woman and



the physician?

(e) What did the physician steal from the house of the woman?

(f) Was the woman healed?

3. Write the following line three times on your copy book in beautiful cursive style.

*Dispur is the capital of Assam.*

### III. ACTIVITY

If you frequent the house of a blind man how would you help him.? Converse about this with your friends.

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## LESSON -19

### THE KITTEN AND THE PUP

A kitten met a pup  
The puppy jumped up.  
He said, "How do you do?  
I am glad to see you."



The kitten said, "Mew, Mew!  
I never really knew,  
How cute a pup could be!  
Till I saw you, you see."

## EXERCISE

### I. LINGUISTIC

#### WORD-NOTES:

**Kitten:** a young cat.

**Pup:** a young dog (puppy).

**Glad:** happy.

**Cute:** clever

**Really:** truly.

## II. THEMATIC

1. Learn the poem by heart and write in your copy book from your memory.

2. Fill in the gaps from the poem:

A kitten met a pup

.....

He said, "How do you do?

....."

The kitten said, "Mew, Mew!

.....,

How cute a pup could be!

....."

2. Write the rhyming words of the following:

pup....., mew....., be.....,

3. Answer the following questions:

(a) What did the kitten meet?

(b) What did the puppy do?

(c) Who said, "I am glad to see you."

## III. ACTIVITY

Do you have a kitten or a puppy at your home? Notice the activities of them.

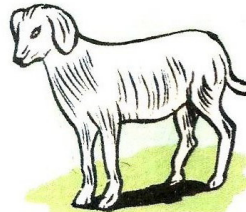
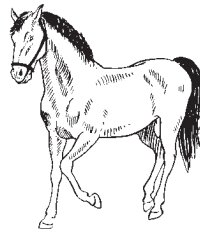
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RIDDLE FOR FUN-IV

(1)

I'm white in colour.  
I have two eyes.  
I have four legs.  
I have a short tail.  
I have wool on me.  
What am I?

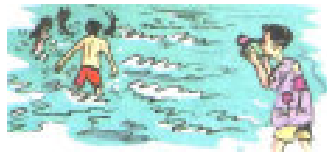
Clues:



(2)

I go up and down a lot  
Whether it is cold or hot.  
Sometimes I am on the ground,  
Other times I am in the clouds.  
My name rhymes with daughter.  
I am your friend.  
What is my name?

Clues:



# NOTES

A series of 25 horizontal dotted lines for writing notes.