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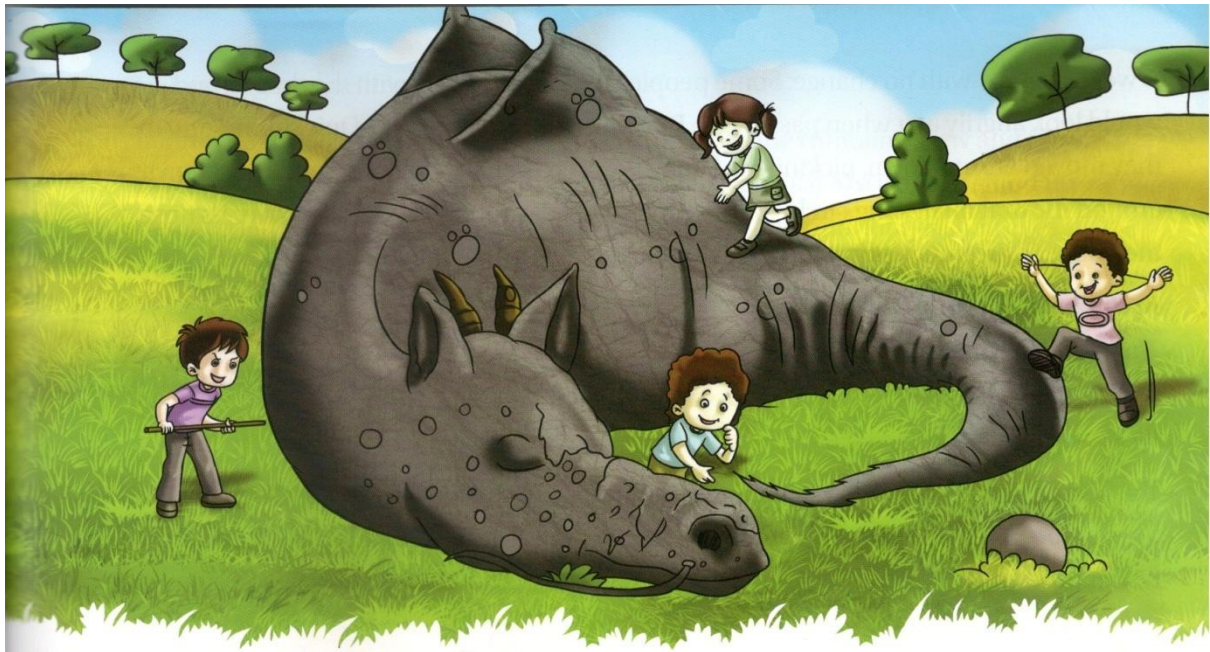
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Dragon Rock

People were happy in the quiet valley of Hazel. They worked hard, keeping their houses spick and span and their children's faces clean.

That summer had been very hot and dry, making the farm dogs sleepy and still. By two o'clock in the afternoon, the town would be in a sleepy state.

However, the children would always play in the meadow. Their favourite spot was a large, long rock that looked like a sleeping dragon. The children knew it was a dragon. The grown-ups knew it was a dragon. The dogs and cats and birds knew it was a dragon. But nobody was scared because it never, ever moved.



The boys and girls would climb all over it, poking sticks at it and hanging wet boots on its ears, but it didn't mind in the least. People would sometimes chop firewood on its zigzagged tail. Often, on a cool night, the stories about how the dragon got there began. Nobody knew for sure, but one thing that everybody knew was this-

*In times of trouble
The dragon will wake
And free the village
By making a lake.*

This little poem was deeply set in everybody's minds. The days went by slowly, quietly and without any rain. The wells started to bring up muddy-brown water. The lawns turned brown and the flowers drooped their beautiful heads. The valley became browner and drier and thirstier, every hot day.

"The dragon will help us soon", said a child.

"He must do something," agreed another. "I'm sure he will."

A week went by with no change. Some people were getting cross with the dragon and would look angrily at it when passing by. But the children had a plan. Quickly and quietly, they moved around town, picking the fading flowers. Then they placed bunches of flowers around the dragon in a big circle. They scattered petals around its head and over its nose, then danced around it, skipping and chanting the rhyme that they all knew so well—

*In times of trouble
The dragon will wake
And save the village
By making a lake.*

The burning heat made them dizzy and finally they all fell asleep in a heap . When they woke up they looked up at the rock. Nothing had happened. A dry wind lazily picked up some flower heads and tossed them around. The air was thick with pollen and scent. A stone grey nose twitched.

"I saw something." cried the youngest boy. They stared at the dragon. An ear moved. The ground began to rumble. "Look out! Run! Run!"

The children ran in all directions, shrieking and squealing. The rumbling grew and grew. The dragon raised its sleepy head. It got onto its front feet and sat like a dog. It stood up and stretched like a cat. It blinked and looked around with big, kind and long-lashed eyes.

Soon all the people stood together at the foot of the hill, staring up at the large beast with their mouths open.

"AHHHHH AAHHHHHHH!!!"

The noise came from the dragon.

"AHHHH AAHHHHHHHHHHHHHHHHHH!!!"



The families held one another tightly and shut their eyes.
"AHHHHH CHOOOOOOOOOO!!!"

The sneeze blasted from the dragon, throwing it back, causing whirlwind of dust and dirt.



"AHHHHCHOOOOOOOOOOOOOO!!!"

The second blast split open the dry earth sending soil and tree roots high into the sky, and something else too...The people heard the sound but did not know what it was at first. It had been such a long time since their ears had heard such tinkling music.

Water! Water, cold, clear spring water, oozed, then trickled, then roared out of the hole, down the hillside and along the valley floor. The river knocked over a farmer's haystack, but he did not care. The river carried away the school teacher's bike shed, but she did not care. A dirty-brown dusty hollow in the ground was now shining in the sunlight. It was a lovely lake.

"HMMMMM," said the dragon sleepily, showing his perfect teeth. "Now that I'm awake ..."

And he moved forward slowly and disappeared into the cool dark water of the lake with a small wave of a claw and a toss of his tail. They never saw him again. After the families built the village again, they built a monument in the spot where the dragon used to lie. Every year, to mark the day, they would bring garlands of flowers and herbs and arrange them in a big circle. The children would have the day off, for it was known as 'Water Dragon Day.' They would wear dragon masks they had made, and would skip and clap and sing-

The dragon helped us

*As we said he would do
Hooray for the dragon
Achoo, Achoo, ACHOOOO!*



- **Ellena Ashley**

VOCABULARY:

Main Word	Word Meaning	Synonym	Antonyms
1. Valley	dell, a place near hills and forests		
2. Dizzy	feeling as if everything is turning around		
3. Spick And Span	very clean and dirty		
4. Scattered	abandoned, dry and fallen		
5. Cross	angry		
6. Stretch	spread		
7. Twitched	made small, sudden movements of the body		
8. Whirlwind	a tall, spinning column of air, cyclone		
9. Rumble	make a continuous low sound		
10. Shrieking	shouting, screaming		
11. Garland	necklace of flower		
12. Ooze	flow slowly out of something through small opening		
13. Shrieking	shouting		
14. Droop	bend		

A. Choose the right answer:

1. Who became sleepy and still in the summer?
 - a) The people
 - b) The boys and girls
 - c) Farm dogs
 - d) The dragon

2. Where would the children always play?
 - a) in the meadow
 - b) in the field
 - c) in their house
 - d) in their school playground
3. Where did the people chop firewood?
 - a) on the dragon's head
 - b) on the dragon's tail
 - c) on the dragon's back
 - d) on the dragon's hand
4. How did the long rock look like?
 - a) like a cat
 - b) like a dog
 - c) like a woman
 - d) like a dragon
5. When will the dragon wake?
 - a) in the times of sorrow
 - b) in the time of joy
 - c) in the time of trouble
 - d) in the time of happiness
6. When the stories about dragon did begin?
 - a) at night
 - b) in the evening
 - c) in the afternoon
 - d) in the morning
7. The second blast sent _____ high into the sky.
 - a) soil and grass
 - b) the people and the children
 - c) dust and dirt
 - d) soil and tree root
8. What did the children hang on the dragon's ears?
 - a) wet boots
 - b) wet shoes
 - c) wet clothes
 - d) wet hats

A. Fill the gaps using suitable words:

1. The children used to _____ in the meadow.
2. They were not scared of the dragon because it never ever _____.
3. People sometimes _____ firewood on its tail.
4. The dragon _____ his perfect teeth.
5. The water _____ over a farmer's haystack.
6. The ground began to _____ when the dragon moved.

B. Answer each question in one sentence:

1. Where did the children scatter petals?
2. What did the people look at angrily?
3. What was shining in the sunlight?
4. What did the second blast do?
5. Where did the dragon disappear?
6. Which day did the children have a day off?

C. Broad question:

1. What do you know about the people of Hazel valley?
2. What did the children and some people used to do with the dragon rock?
3. How did the valley become without water?

D. Find out whether the statements are true or false. If false then give the correct answer.

1. The people of the valley of Hazel didn't work that much.
2. Everybody was scared of that sleeping dragon.
3. The wells started to bring muddy-brown water.
4. The families held one another tightly and shut their eyes.
5. They have built a building where the dragon used to lie.
6. The dragon had zigzagged tail.

E. Matching:

A	B
1. Some people were getting cross with the dragon	a) was now shining in the sunlight
2. People would sometimes chop firewood	b) they built monument in the spot where the dragon used to lie.
3. The river knocked over	c) would look angrily at it when passing by.
4. A dairy brown dusty hollow in the ground	d) a farmer's haystack, but he didn't care.
5. After the families built their village again	e) on its zig-zagged fail.

F. Re-arrange

Re-arrange the following words to form sentences:

- a) feet, sat, dog, a, it, got, onto, front, and, its, like
- b) happy, quiet, Hazel, of, valley, in, the, people, were
- c) stretched, stood, up, it, and, like, cat, a
- d) ran, children, shrieking, squealing, directions, the, all, in, and
- e) twitched ,a, nose, grey, stone
- f) looked, blinked, around, big, kind, eyes, long-lashed, and, it, with, and

G. Work with words:

Make sentences with the following words: cross, firewood, meadow, zig-zagged, droop.

H. Language Exercise:

Find out the *noun, verb, adjective and adverb* in the first 5 sentences.

Grammar

Tense

Simple Present

Simple present or Present Indefinite Tense is usually used to refer to facts or specific routines or habits. It can be also used to refer to simple daily activities and situation. For instance:

We **smile** because we **feel** happy.

Here, '*smile*' and '*feel*' both are used to describe states which are frequent or some sort of habit with which we are used to.

Exercise

A. Look at the given statements:

- (i) The teacher teaches her students with patience.
- (ii) Drake runs very fast.
- (iii) Mr. Rashid is a businessman.
- (iv) Omar lives in South Korea.
- (v) Andrew hates to lose.

Now, underline the verbs that indicate the sentences as Simple Present Tense.

B. Fill in the gaps with correct option.

- a) Mr. Jalal ____ (smile/smiles) at me whenever he is here.
- b) They ____ (is/are) really good students.
- c) ____ (do/does) he always do this?
- d) Rahim and his friends ____ (is/are) members of debate club.
- e) My grandfather ____ (read/reads) the newspaper daily.

My Early Home

The first place that I can remember well is a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side, we looked into a ploughed field, and on the other, we looked over a gate at our master's house, which stood by the roadside. At the top of the meadow was a plantation of fir trees, and at the bottom a running brook with steep banks.



While I was young I drank my mother's milk, as I could not eat grass. In the daytime, I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees and when it was cold, we had a nice warm shed near the plantation.

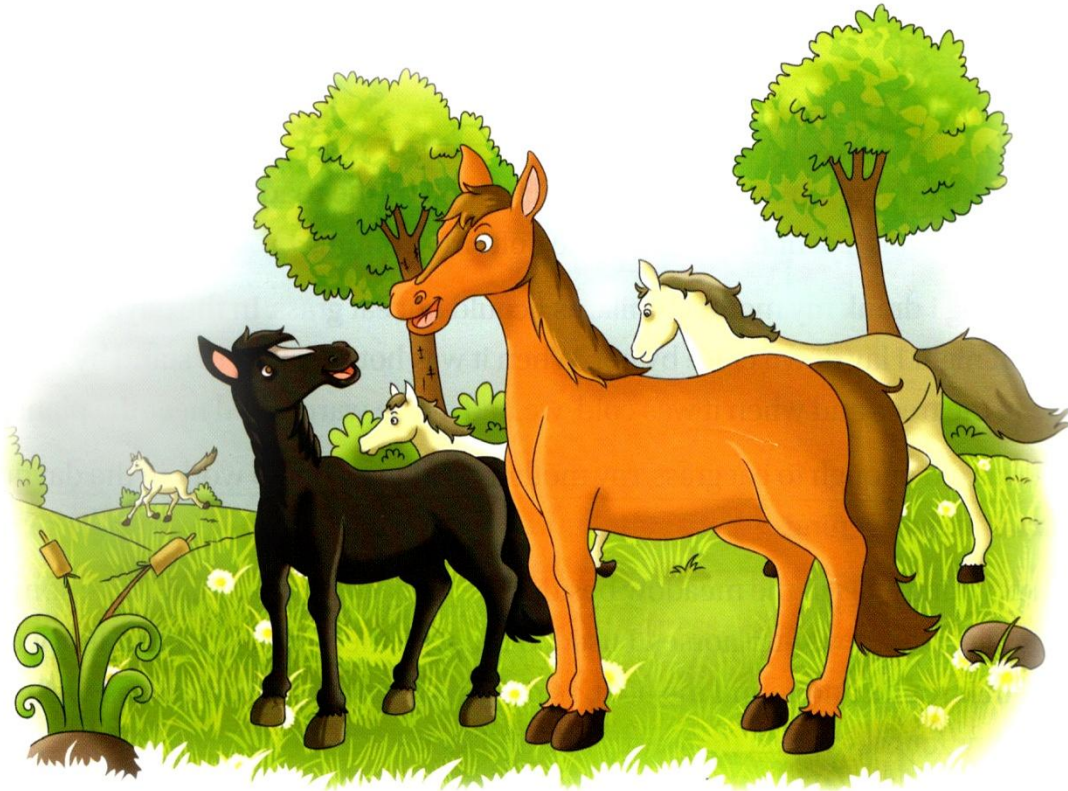
As soon as I was old enough to eat grass, my mother used to go out to work in the day time, and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop together round and round the field, as hard as we could go. Sometimes, we had rather rough play, for they would frequently bite and kick.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said, "I wish you to pay attention to what I am going to say to you. The colts that live here are good colts, but they are cart-horse colts, and, of course, they have not learned manners. You have been well bred and well born; your father has a great name in these parts, and your grandfather won the cup two years back at the Newmarket races. Your grandmother had the sweetest temper of any horses I ever knew, I think you have never seen me kick

or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play."

I have never forgotten my mother's advice. I knew she was very wise, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.



Our master was a good, kind man. He gave us good food, good lodging and kind words. He spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate, she would neigh with joy and trot up to him. He would pat and stroke her and say, "Well, old pet, and how is your little Darkie?"

I was a dull black, so he called me Darkie. Then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. She would eat hers with relish. All the horses would come to him, but I think we were his favourites. My mother always took him to a town on the market day in a light gig.

There was plough-boy, Dick, who sometimes came into our field to pluck blackberries from the hedge. When he had eaten all he wanted, he would have what he called fun with the colts, throwing stones and sticks at them to make them gallop. We did not mind him much, for we could gallop off; but sometimes a stone would hit and hurt us.


One day he was at this game, and did not know that the master was in the next field; but he was there, watching what was going on. Over the hedge he jumped in a snap, and catching Dick by the arm, he gave him such a box on the ear as made him roar with pain and surprise. As soon as we saw the master, we trotted up nearer to see what went on.



"Bad boy!" he said, "Bad boy to chase the colts. This is not the first time, nor the second, but it shall be the last. There, take your money and go home. I shall not want you on my farm again." So we never saw Dick anymore. Old Daniel, the man who looked after the horses, was just as gentle as our master, so we were well off.

-Anna Sewell

Know about the Writer:

	Birth	Date: March 30, 1820
		Place: United Kingdom
	Occupation	Novelist
	Nationality	English
	Known for	Writing <i>Black Beauty</i> , which is now considered one of the top ten best selling novels for children ever written.
	Death	Date: April 25, 1878
Place: United Kingdom		

VOCABULARY:

1. Hedge(n.) – a line of small trees planted very close
2. Brook(n.) – a small stream
3. Colts (n.) – young male horses
4. Gallop (n.) – the fastest pace of a horse
5. Whinnied (adj.)– a soft, high sound made by a horse
6. Trot (v.)– run slowly
7. Gig(n.) – two-wheeled carriage, drawn by one horse
8. Box – (here) a blow with the first
9. Fir (n.)- a kind of tree
10. Temper (n.)- state of mind

A. Answer the following questions in one sentence:

1. Where did the master's house stand by?
2. Where did the lilies grow?
3. Why did master call the colt Darkie?
4. What was the advice of Duchess?
5. How did the master do with Dick?

B. Broad question:

1. What does the colt remember about the first place?
2. What did Duchess teach her son Darkie about the history of their family manner?
3. What did the plough boy sometimes do?
4. Write what do you know about the master?

C. Fill in the blanks using suitable form of the given clues.

1. He had _____ (eat) all he _____ (want).
2. Sometimes a stone would _____ (hit) and _____ (hurt) the colts.
3. Master was _____ (watch) what was _____ (go) on.
4. The master _____ (jumped) over the hedge and _____ (catch) Dick by his arm.
5. They _____ (trot) up nearer to see what _____ (go) on.
6. Dick _____ (pluck) blueberries from the hedges.
7. Master _____ (give) them good food.

D. Find out whether the statements are true or false. If false then give the right answer.

1. The colt has never seen his mother kick or bite.
2. When the colt was young, it ate grass.
3. The colt has never remembered his mother's advice.
4. Master called Darkie 'Pet'.
5. Dick is the man who looked after the horses.
6. Master often brought carrot for his mother.

E. Match the information from column A with column B.

Column A	Column B
a) There was a plough-boy, Dick	i. good, kind hearted man.
b) Our master was a	ii. so, he called me Darkie.
c) Young colt have	iii. her carrots with relish.
d) I was dull black	iv. never forgotten his mother's advice.
e) She would eat	v. who came at the field to pluck blackberries.

F. Re-arrange:

Re-arrange the following sentences.

- a) We were all fond to him, and my mother loved him very much.
- b) Our master was a good, kind man.
- c) He spoke as kindly to us as he did to his little children.
- d) He gave us food, good lodging and kind words.

- e) I was a dull black, so he called me Darkie.
- f) When we saw him at the gate, she would neigh with joy and trot up to him.
- g) He would pat and stroke her and say, "Well, old pet, and how is your little Darkie?"

G. Work with words

Make sentences with the following words: *meadow, brook, colts, trot, hedge*

H. Find the noun, verbs, adjectives and adverbs in the first 10 sentences of the story

Grammar

Adverb of Frequency

There are a few adverbs which are used to refer to any action's frequency. Read these sentences:

Tonni *always* wakes up early in the morning.

Raj *rarely* gets angry.

The words in *italic* are "adverbs of frequency" 'as they point out "how often" a particular action happens.

For instance, "how often" Tonni wakes up in the morning? . . . always.

The following serial can give you some idea about "how often" these common adverbs of frequency refer to an action and how.

always →	[all the time]
usually →	[most of the time]
often →	[quite a few time]
sometimes →	[a few time]
rarely →	[not that often / a very few times]
never →	[not even once]

Always, usually, often, refer to things that happen more frequently.

Sometimes, seldom, never, occasionally etc. refer to things that happen less frequently.

Exercise

Fill in the gaps with the correct words in the brackets.

1. They _____ (always/ never) remain present in the class room. So, I am worried if they are sick.
2. Mr. Jordan has forgotten about the medicine again. That's why his wife _____ (often / never) gets angry with him.
3. I have my dinner with my family. I _____ (usually / rarely) have to eat alone.
4. It _____ (seldom / always) rains in winter in Bangladesh.
5. Mr. Reza is a good teacher. He _____ (often / never) scolds his students.
6. Rana is our best player. He _____ (often / always) scores over 100 runs.
7. They _____ (sometimes / always) watch late night show on TV; they do it before weekend

Bear in There

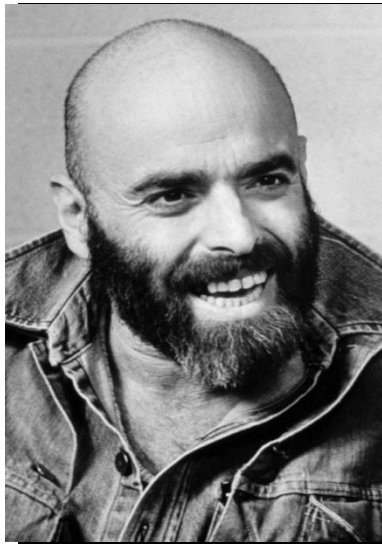
There's Polar Bear
In our Frigidaire—
He likes it 'cause it's cold in there.
With his seat in the meat
And his face in the fish
And his big hairy paws
In the buttery dish,
He's nibbling the noodles,
He's munching the rice,
He's slurping the soda,
He's licking the ice.
And he lets out a roar
If you open the door.

And it gives me a scare
To know he's in there—
That Polary Bear
In our Fridgitydaire



—Shel Silverstein

Know about the Poet:



Birth	Date: September 25, 1930
	Place: <u>Chicago, United States</u>
Occupation	Writer, poet, singer, cartoonist
Nationality	
Known for	his cartoons, songs, and children's books.
Death	Date: May 10, 1999
	Place: , <u>Florida, United States</u>

VOCABULARY:

1. Polar bear (n.) – A type of bear that lives in the region of north pole, and they are white in colour.
2. Frigidaire (n.) – An electric refrigerator made by an American Company.
3. Paws (n.) – A soft foot which mammals like bear, tigers, lions, dogs etc. have.
4. Nibble(v.) – eat something in small bites.
5. Slurp(v.) – eat or drinking noisily.
6. Soda(n.) – aerated drinks like soft drinks.
7. Munch(v.)- eat (something) steadily and often audibly

A. Answer the following questions:

1. Where is the polar bear?
2. Why does the polar bear like Frigidaire?
3. Where is the bear's seat?
4. Where is the polar bear's face?
5. What is the bear slurping?
6. When does the bear roar?

B. Fill in the blank:

1. The polar bear likes Frigidaire because it's _____ in there.
2. The polar bear's seat is in the _____ meat.
3. The dish is _____.
4. He is _____ the rice
5. He is _____ the ice

C. Find out which sentence is true or false, if false, write the true statement.

1. The polar bear likes to be in cold.
2. The bear has hairy paws.
3. The bear wasn't touching the noodles.
4. The narrator got scared of the bear's roar.
5. The bear roared to scare the narrator.

D. Work with words

Make sentences with the following words: *bear, nibbling, slurping, munching, licking.*

A King and His Daughter

Once, many hundred years ago, there was a king of England called Lear. He had ruled his land wisely for many years, but now he was growing old and feeble. He felt that it was time to pass on his kingdom to his three daughters.

One day, Lear sent for his daughters and asked each in turn whether she truly loved him. Goneril, the eldest, answered him first. 'Sir', she said, 'you are dearer to me than eyesight or life. No child has ever loved her father more than I love you'. The king was well pleased with this speech, not realising its dishonesty.

Then he called his second daughter, Regan, 'What does our second daughter our dearest Regan, say?'

Regan answered, 'I am the happiest when I am able to serve you.' The old king smiled fondly at her and gave both Goneril and Regan parts of his kingdom.

At last he turned to Cordelia, his dearly loved youngest daughter. 'What can you say to deserve your share?' he asked her gently.

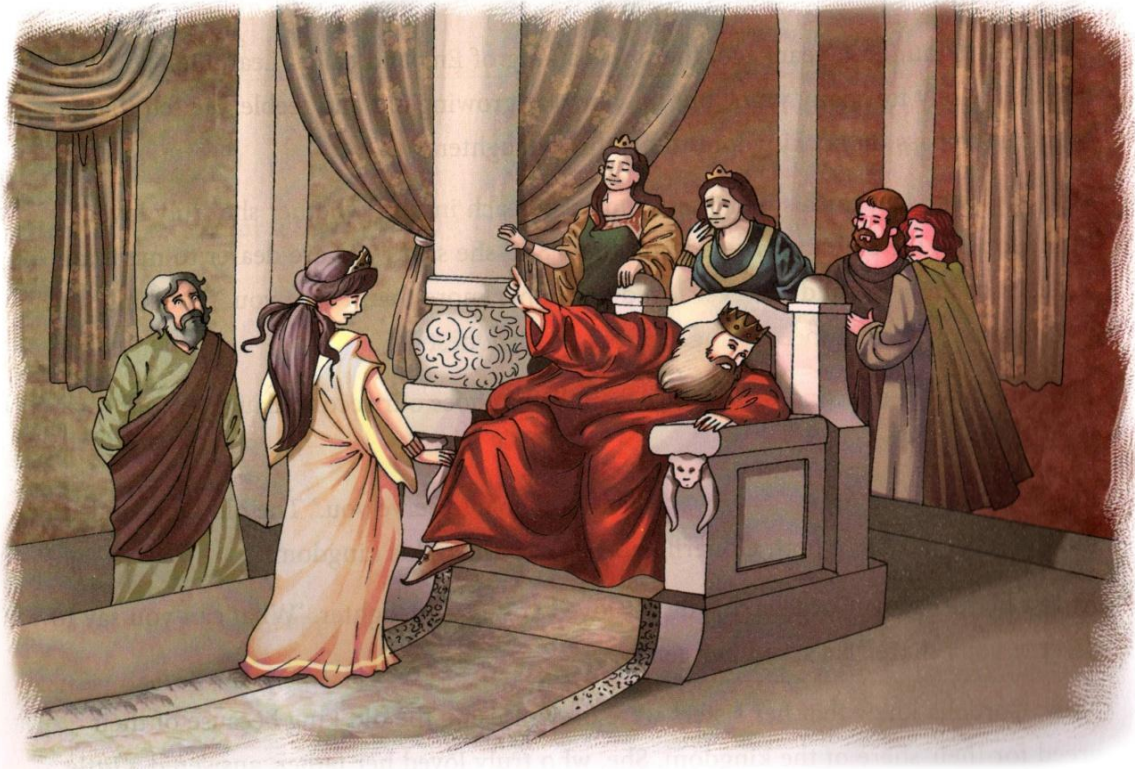
Now, Cordelia knew that her sisters were only praising the old king because of their greed for their share of the kingdom. She, who truly loved her father, answered a little bitterly: 'I love you as I should: neither more nor less.'

Lear looked at her in astonishment, and cried: 'You had better mend your speech, Cordelia, or you may lose your fortune.'

But Cordelia answered quietly: 'My lord, you are my father. You have cared for me, fed me, and loved me: for these reasons I obey you, love you and greatly honour you.'

'Do you mean this with all your heart?' asked her amazed father, and Cordelia answered that she did. Lear found it hard to believe that his youngest daughter, who had always seemed to love him so greatly, had really only felt a sense of duty towards him. The tired old king, hurt and unhappy at this unexpected speech by his favourite child, grew angry.

'If this is the truth,' he cried, 'then you will get nothing more from me. I disown you forever. You are no longer a daughter of mine.' And he divided Cordelia's share of the kingdom between his two elder daughters.



So Cordelia left the court. Soon, she married the King of France; but she was troubled about her father, fearing that his elder daughters might not treat him kindly.

According to his plan, King Lear was to live first with one daughter and then with the other. He first visited his eldest daughter, Goneril. He soon found that Goneril's statements of love towards him were false. She made no effort to attend to her father's needs and make him comfortable.

Lear soon realised that Goneril did not want him. He decided to stay with his second daughter Regan. But Regan was as cruel and unloving as her elder sister.

Completely heartbroken, Lear left the castle, supported by two of his men, and walked out into the stormy night. They wandered through the storm together in search of shelter. At last they found a stony cave where they could take shelter for the night.

The old king was, by this time, so disturbed in mind that he did not notice the storm. One of his men sailed across to France and told Cordelia about her father's sufferings, and the wickedness of Goneril and Regan. Cordelia rushed to meet King Lear. But the poor old king did not recognise her.

'Do not laugh at me,' he begged those around him. 'Perhaps I am being foolish, but I think this lady is my child Cordelia.'
'Oh, I am, I am!' cried Cordelia, overjoyed that her father knew her at last.



But the sorrowful old man, remembering his two elder daughters' unkindness to him, could not believe that Cordelia still loved him. 'You have reason for not loving me. They had none,' he said. But Cordelia told him that her one wish was to bring him back to happiness, and he said gently, 'Forgive me, my child, for I am old and foolish.'
Cordelia embraced her old father and promised to give him the love and peace that she had always given him.

- Adapted and abridged from *King Lear* by **William Shakespeare**.

Know about the Witer:

	Birth	Date: April, 1564
		Place: Stratford-upon-Avon, United Kingdom
	Occupation	Dramatist and poet.
	Nationality	English
	Known for	Writing most famous drama and being the national poet of England.
	Death	Date: April 23, 1616
Place: Stratford-upon-Avon, United Kingdom		

VOCABULARY:

1. Feeble (adj.) – weak and without energy.
2. Fortune (n.) – riches; money.
3. Astonishment (n.) – very great surprise.
4. Disown (v.) – refuse to maintain any connection with.
5. Wander (v.) – move about aimlessly.

A. Choose the right answer:

- 1) Who answered him second?
 - a. Goneril
 - b. Cordelia
 - c. Regan
 - d. one of his men
- 2) The old king gave both Goneril and Regan _____ and his kingdom.
 - a. parts
 - b. pieces
 - c. slices
 - d. ruins
- 3) "Do you mean this with all your heart? " asked her _____ father.
 - a. amazed
 - b. surprised
 - c. astonished
 - d. angry

- 4) Cordelia married the king of _____.
a. France
b. Italy
c. England
d. Sweden
- 5) Lear soon realised that Goneril did not want him.
a. Goneril
b. Cordelia
c. Regan
d. one of his men

B. Fill in Blanks using suitable words:

- 1) There was a king of England _____ (call) Lear.
2) He had _____ (rule) his land for many years, but now he was _____ (grow) old and feeble.
3) You have reason for not _____ (love) me.
4) He said gently, "Forgive me, my child, for I am _____ and _____." (old, foolish)
5) Cordelia _____ (embrace) her old father and _____ (promise) to give him love and peace.

C. Answer each question in one sentence:

1. Why did Lear think that he was being foolish?
2. Why couldn't he believe that Cordelia still loved him?
3. What could they do in stony cave?
4. What did one of Lear's men do?
5. Why did the king ask Cordelia to forgive him?
6. What did Cordelia promise to give her father?

D. Broad question:

1. What do you about King Lear?
2. How much did his daughters love him?
3. How did King Lear realise that Cordelia's love was true for him?

E. Find out whether the statements are true or false. If false then give the right information.

1. Lear soon realised Goneril wanted him.
2. Regan was cruel and unloving.
3. Cordelia slowly went to meet King Lear.
4. The poor old king did not recognised Cordelia.
5. "You have all the reasons to love me, " said the old king.
6. Cordelia's one wish was to regain her share.

F. Match the information from column A with column B to form complete sentences.

Column A	Column B
a) Cornelia left the court and	i. was to live with his two daughters Regan and Goneril.
b) King Lear	ii. heard about his father's sufferings.
c) At stormy night King Lear	iii. recognized her youngest daughter and cried to see her.
d) Cordelia	iv. found a stony cave for shelter.
e) The poor old king	v. married the king of France.

G. Make sentence using the following words: *storm, shelter, wickedness, astonishment, feeble, fortune, wander, disown.*

H. Extra vocabulary

Ways of saying smell:

- i. Fragrance/Perfume/Scent: a sweet or pleasant natural smell.
- ii. Odour: unpleasant smell.
- iii. Stench/Stink/Reek: very unpleasant smell.
- iv. Aroma: a strong and pleasant smell from food or drink.

Exercise

1. The _____ of the delicious dishes tickled my nostrils.
a) fragrance b) aroma
 2. The _____ of the flowers of the garden filled the house.
 3. It was difficult to breathe because of the _____ of the rotting meat.
a) stench b) aroma
 4. There was a bad _____ in the kitchen of the restaurant.
-

Grammar

Present Progressive / Continuous Tense:

Present progressive / continuous tense is usually used to refer to ongoing **situation, activities** or **changes**. For example:

Mother **is cooking** my favourite meal.

Michael **is preparing** his homework for tomorrow.

Here, "**is cooking**" and "**is preparing**" indicate that these statements are in present progressive / continuous tense.

[note: in present continuous tense, main verb will always be at the *V1 form(base form)* and "*-ing*" will be added to it. Also, a suitable "*be*" verb will function as the auxiliary/helping verb according to the '*person*' and '*number*' of the subject]

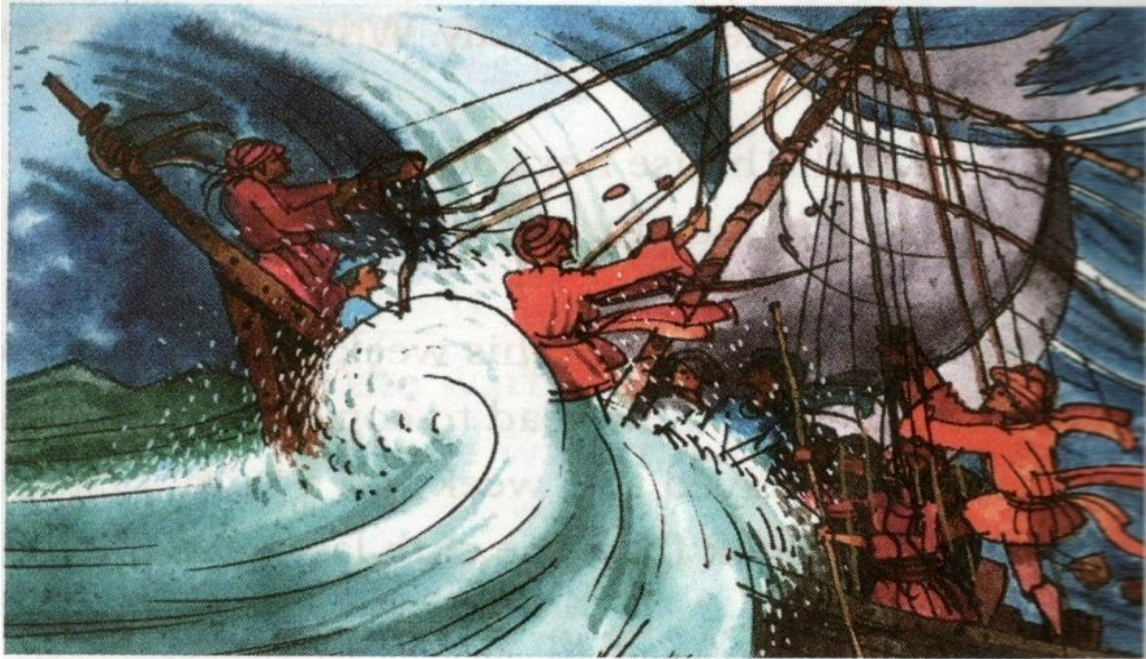
A. Follow the given statements:

- a) She is working as an English teacher.
- b) Mr. Kamal and his wife are sitting on the park bench.
- c) Messi is looking confident after his goal.
- d) I am thinking of taking a few days off.
- e) Jony and Jane are fighting with each other.

Underline the parts of the sentences which identify them as sentences in present continuous tense.

The Clever Young Man

A young man who sets out on a journey with a group of merchants finds himself on the shore of an unknown country. Read about the surprising twist in the tale and see how he proves himself to be worthy.

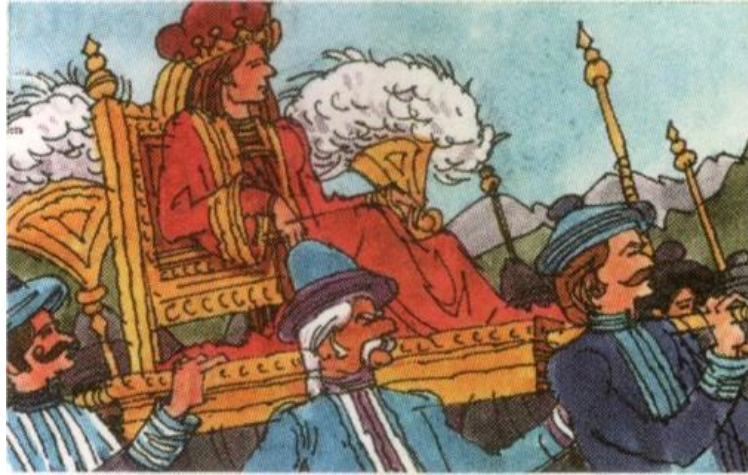


A caravan of merchants set out on a journey. They had many helpers accompanying them. On their way, they came to a sea which they had to cross. They got into a ship and set sail. During their journey, a terrible storm broke out and the ship overturned and sank.

Most of the people in the ship died. Only one of the helpers, a young man called Jalal, remained alive. He caught hold of a broken piece of the ship and clung to it. He rolled about in the water for a long time until the waves finally carried him onto land. He got up and set off, without any idea where he was going.

In the distance, he saw a city. Jalal slowly walked towards it. As he approached the city gates, a crowd of people came running up to him. They caught him and took him into the city.

"What are they going to do with me? Are they going to kill me?" he wondered, frightened.



But the men did not harm him. Instead, they dressed him grand clothes and made him sit on a throne.

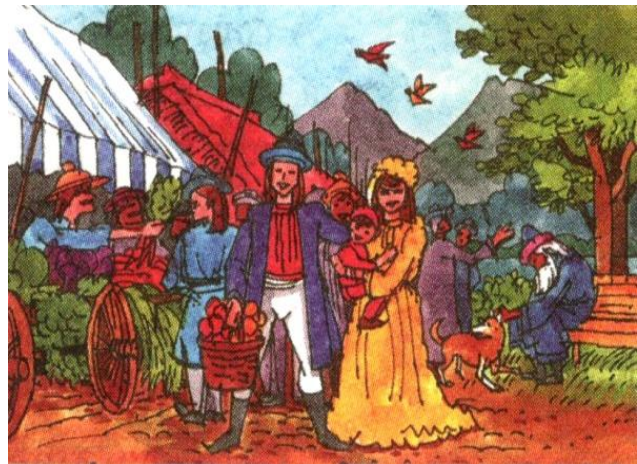
"What is the meaning of all this?" Jalal asked the people crowding around him.

"There is a tradition in our country," said a grey-bearded old man, "that our king's rule comes to end after a year. We lead him to the forest where dangerous creatures live and leave him there. Then, we crown the first man that we meet at the city gates as our new king. This time it happened to be you, so now we have made you our king."

"So! Does this then mean that as long as I am a king, I can do anything I wish?" he asked.

"Certainly!" said the old man, "You have a whole year to do whatever you wish."

Jalal was very clever. He thought hard and made plans. First, he gathered a large army and ordered the soldiers to destroy all the creatures that lived in the forest. Soon, he planned to build a new city with large canals what would bring water to the crops. The people were really happy.



A year passed quickly and soon Jalal's rule came to an end, but there was nothing left of the horrible creatures. The people realised that their king was clever and wise, unlike the kings before him, who were only interested in their own pleasures. Under Jalal's rule, the people felt happy and safe. That was why he ruled the kingdom for a long time to come.

VOCABULARY:

1. Merchant (n.)- someone involved in business or trade.
2. Horrible (adj.) - very unpleasant.
3. Caravan (n.) - a group of people.
4. Accompany (n.) – going somewhere with someone
5. Approach (v.)– coming nearer to something
6. Clung(v.) – (past form of *cling*) hold something tightly
7. Worthy(adj.) - good for something
8. Set off (v.)- take place
9. Get up(v.) – reach
10. Grand(adj.) - great, big, magnificent
11. Certainly(adv.)- definitely, surely
12. Rule (n.)- law, system, control

A. Choose the right answer:

1. A Caravan of _____ set out on a journey.
a) merchants b) students c) players c) politicians
2. Our king's rule comes to an end after a _____.
a) year b) month c) day d) week
3. We crown the _____ man that we meet at the city gates as our king.
a) plans b) map c) things d) first
4. He planned to build a new city with large _____.
a) canals b) lakes c) bridges d) dams
5. There was nothing left of the horrible _____.
a) creatures b) people c) merchants d) helpers

B. Answer each question in one sentence:

1. Who were accompanying them on their way?
2. What made the ship overturn and sink during their journey?
3. What did they have to cross on their way?
4. Who remained alive?
5. How was Jalal as a king?
6. How was feeling of the people about Jalal's rule?

C. Broad Question:

1. What did the people of the city do with Jalal?
2. What was the tradition of the city?
3. What did Jalal do after being a king?

D. Find out whether the statements are true or false. If false then give the right answer.

1. Jalal did not harm the men of the kingdom.
2. The king sent the people to forest.
3. A young man told him about the tradition of their country.
4. People made him sit on the ground.
5. Jalal ruled the kingdom for one year.

E. Matching:

Match the following words from section A with section B.

A	B
a) Most of the people	a) the kingdom for a long time to come.
b) He caught hold of a broken	b) on the ship died.
c) But the men did not	c) piece of the ship and clung to it.
d) First, he gathered a large army and ordered the soldiers to	d) harm him.
e) That was why he ruled	e) destroy all the creatures that lived in the forest.

F. Re-arrange

Re-arrange the following sentences as they appear in the text:

1. Instead, they dressed him grand clothes and made him sit on a throne.
2. But the men did not harm him.
3. They caught him and took him into the city.
4. As he approached the city gates, a crowd of people came running up to him.
5. Only one of the helpers, a young man called Jalal, remained alive.
6. During their journey, a terrible storm broke out and the ship overturned and sank.
7. A caravan of merchants set out on a journey.

G. Higher Order Skills

- a) Think and answer
 - i) Why did the people regard Jalal as a clever king?
 - ii) What is the moral of the story?

b) Life skills

You and your friends have gone to the beach to have fun. You are all bathing and playing in the water when a big wave comes in. You notice your friend shouting for help further out at sea. It is dangerous for you to swim out there without anything to float on. There are some fishermen around the beach. What will do to help bring your friend back to the beach?

You can start by saying...

I will try to keep my friend calm and tell him I am bringing help...

c) Writing: describing a thing

Imagine that you have won a quiz contest in school. You have received the first prize. Describe the prize that you received. Write a short paragraph.

Do mention the following:

- How you won the prize
- You have received a storybook
- What kind of stories-funny, adventure, horror
- You enjoy reading the book
- Your favourite stories in the book

H. Work with words

Make sentences with the following words: *caravan, merchants, accompany, overturned, grand, canals*

I. Find out the nouns, adjectives, verbs, and adverbs from the first 5 sentences of the story and make sentences with them.

J. Extra vocabulary

Two words standing together to convey a particular meaning is called a phrase.

- 1) come a cross – met by chance.
- 2) Hold on – to ask someone to wait.
- 3) Take place – to happen.

Exercise

Choose the correct meaning of the following phrases:

1. He **finished off** his meal
 - a) ate little
 - b) ate all of something so that there is none left.
2. To avoid fine, the driver **made up** a story.

- a) created
 - b) used make up
 - 3. His grandmother **brought him up**.
 - a) took care
 - b) carried someone or something to a place.
 - 4. When Himel had **cashed up**, he found there was a five hundred take note missing from the cash counter.
 - a) exchanged a cheque, etc for cash.
 - b) counted all the money taken at the end of each day.
 - 5. He has **given up**, smoking.
 - a) offered.
 - b) stopped doing.
-

Grammar

Degrees of Comparison of Adjectives:

Most of the adjectives have different forms to show *degrees of comparison*.

This can be shown clearly through few examples:

Mr. Rahat is a **wise** man. (Positive degree)

Mr. Rahat is **wiser** than us. (Comparative degree)

Mr. Rahat is the **wisest** person in the colony. (Superlative degree)

Here we can understand that you can say someone is *wise* in **positive degree**.

You can say someone is *wiser than other* in **comparative degree** and if you want to say that someone is *the wisest of all* it will be in the **superlative degree**.

Most often, we add "-er" at the end of an adjective to change it into comparative degree, and "-est" at the end of an adjective to change it into superlative form. For example,

Brave – Braver – Bravest

Scary – Scarier – Scariest

Clever – Cleverer – Cleverest

Large – Larger – Largest

Kind – Kinder – Kindest

But there are some other adjective words which are changed into comparative and superlative form by adding respectively **more** and **most** before them, as in,

Intelligent – More intelligent – Most intelligent

Courageous – More courageous – Most courageous

Active – More active – Most active

Attractive – More attractive – Most attractive

Famous – More famous – Most famous

Exercise

A. Complete the blank spaces in the table using right form of adjectives

	Positive	Comparative	Superlative
1.	fast		
2.		brighter	
3.	beautiful		
4.			coldest
5.		heavier	
6.	clear		

B. Fill in the gaps with right form of adjectives:

- a) June is the ____ (hot) month of the year in Bangladesh.
- b) Mehdi is _____ (tall) than his brother.
- c) Afia is _____ (old) than Shumy.
- d) Rahat is the _____ (good) student in his class.
- e) Akbar was one of the _____ (great) emperors in history.

Topsy – Turvy Land

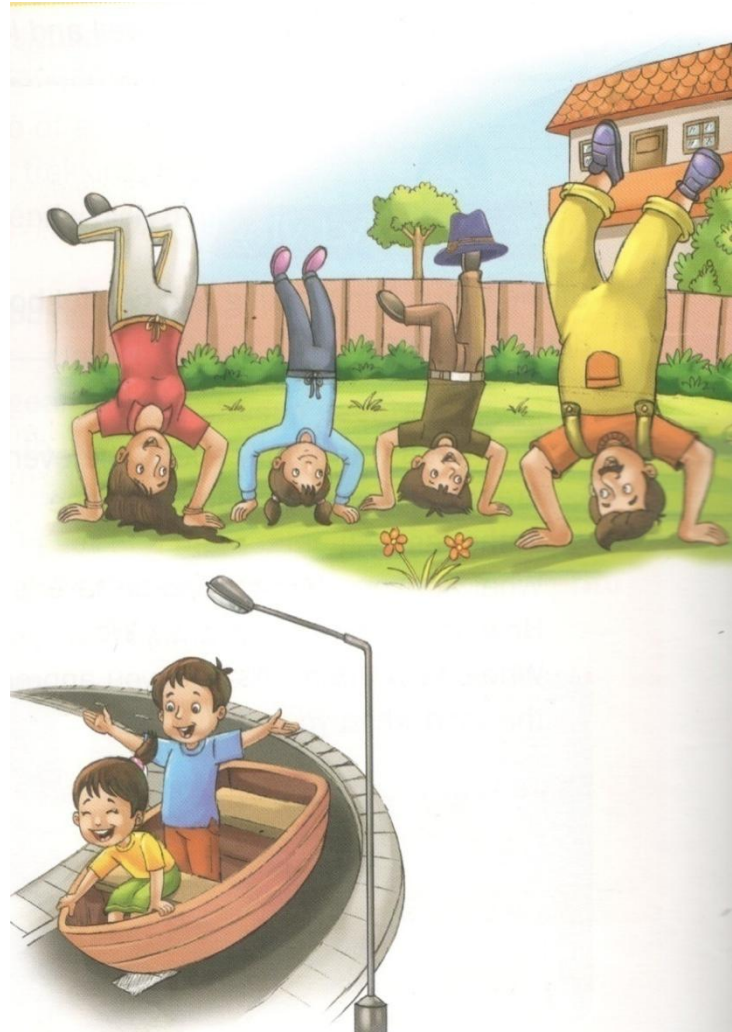
The people walk upon their heads,
The sea is made of sand,
The children go to school by night,
In Topsy-turvy Land.

The front-door step is at the back,
You're walking when you stand,
You wear your hat upon your feet,
In Topsy-turvy Land.

And buses on the sea you'll meet,
While pleasure boats are planned
To travel up and down the streets
Of Topsy-turvy Land.

You pay for what you never get,
I think it must be grand,
For when you go you're coming back,
In Topsy-turvy Land.

– *H. E. Wilkinson*



VOCABULARY:

1. Topsy – Turvy (n.)– upside-down (in this poem)
2. Grand (adj.)– wonderful, amazing.
3. Pleasure boat (n.) – boats used for fun and relaxation.

A. Answer the following questions:

1. How do people walk in Topsy – Turvy land?
2. What is the sea made of?
3. When do the children go to the school?
4. Where is the front – door step?
5. Where is hat worn in Topsy-turvy Land?
6. Where do the buses travel in the poem?
7. What are planned to travel on the streets?
8. What seems grand to the poet?

B. Find out which sentence is true/false, if false, write the true statement.

1. The sea is made of mud.
2. The children go to school by night.
3. They wear hat upon their feet.
4. The buses travel on the roads in the poems.
5. You're walking when you stand.

C. Fill in the blanks:

1. The _____ walk upon their heads.
2. The _____ door step is at the back.
3. You wear your hat _____ your feet.
4. The pleasure boats are _____, to travel up and down the streets of Topsy Turvy land.
5. The front-door step is at the_____.

D. Complete the verses –

You pay for what you never get,
.....,
For when you go you're coming back,
.....,

E. Find out the noun, verbs, adjectives, and adverbs from the first two stanzas.

F. Work with words

Make sentences with the following words: *grand, pleasure, travel, street, pay, meet.*

A Country Childhood

Nelson Mandela

As a child, I spent my days in the grasslands, playing and fighting with the other village boys. By five, I became a herd-boy, looking after sheep and calves in the fields. I loved caring for these animals. I saw them as a source of food and wealth, a blessing from God and a cause of happiness. In the fields, I learnt to play with a slingshot, to gather honey and roots, to drink warm milk straight from the cow, to swim in fast-flowing streams, and to catch fish with a twine. I was taught to fight with sticks, and became quite skilled at it. I would strike in one direction, and then quickly step away in another. From these early days, I became fond of open spaces and the simple beauties of nature.

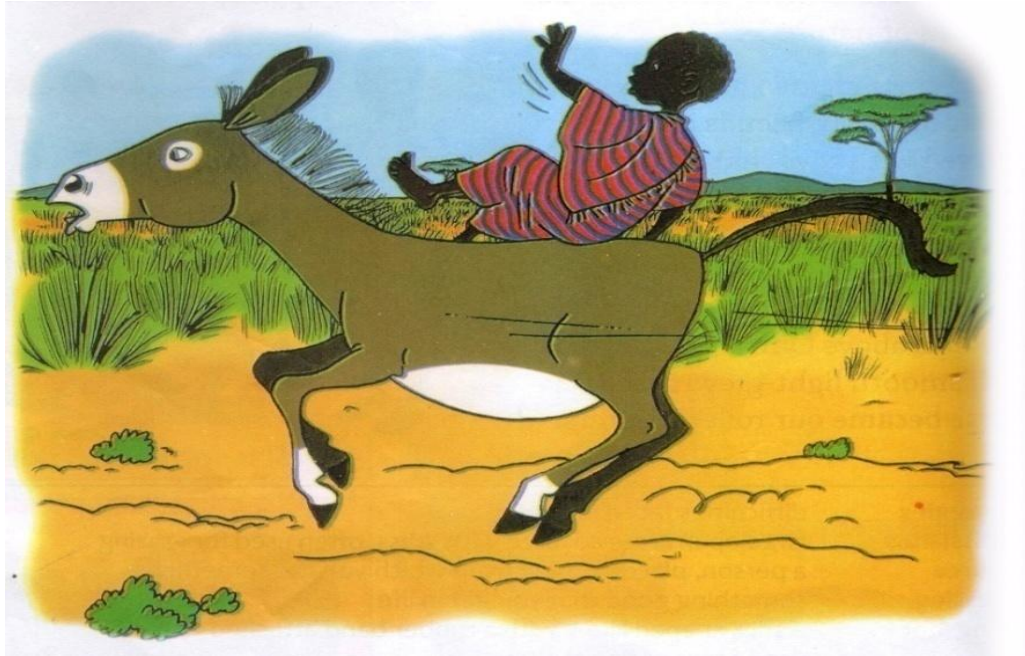
As boys, we created games of our own. My friends and I played with toys that we made ourselves. We made animals and birds out of clay, and ox-drawn carts out of tree branches. Nature was our playground. The hills above Qunu were dotted with smooth light-grey rocks. These became our roller coasters.



We sat on flat stones and slid down the face of large rocks. We taught ourselves to ride by sitting on calves. After being thrown to the ground several times, we became better at the game.

One day, I learnt an important lesson from a wild donkey. We had been taking turns climbing up and down its back. When my chance came, I jumped on the donkey and it bolted into a nearby thorn bush. It bent its head and kept trying to throw me off. In the end, it did so after thorns had pricked and scratched my face.

That day, I lost face in front of my friends. After being defeated by the donkey, I realised that to treat another person or animal unkindly was cruel and unfair. Even as a boy, I learnt to win without insulting my competitors.



After games such as these, I usually returned home and had dinner with my parents. My father told me stories of famous battles and heroes while my mother spoke of legends and fables. These tales helped my imagination grow. I remember one story my mother told us about a traveller who met an old woman with a terrible eye disease. The woman asked the traveller for help but the man looked away from her. Later, another man came along and the woman asked him to clean her eyes. Even though he found the task unpleasant, he did it. Then magically, the old woman's eyes were healed and she became young and beautiful.

The man married her and became wealthy and successful. It was a simple tale. But I never forgot its message. I understood that goodness and kindness would always be rewarded. These values would help me later in life.

Know about the Writer:



Birth	Date: 18 July 1918
	Place: South Africa
Occupation	Political leader and former President of South Africa
Nationality	African
Known for	Practicing politics, being first black President of South Africa and winning Nobel Prize.
Death	Date: 5 December 2013
	Place: Johannesburg, South Africa

VOCABULARY:

1. Herd-boy (n.)- shepherd
2. Slingshot (n.)- an elastic object to play
3. Struggles (n.) – difficulties in life.
4. Twine (n.) – a strong string formed by two or more strands twisted together.
5. Dotted (adj.) –marked with.
6. Bolt (v.) – run away suddenly.
7. Legend (n.) – famous person or story from ancient times.

A. Choose right the answer:

1. Where did Mandela spend his time as a child?
a) grasslands b) Up in the hills c) in the streams
b) d) in the thorn-bushes
2. What did the speaker become by he was five?
a) fighter b) sports man c) herd-boy d) school student
3. What didn't the speaker learn?
a) slingshot b) catching fish c)gathering honey and roots
c) crafting origami
4. What did they catch fish with?
a) stick b) twine c) net d) none of them
5. On which of the following did the speaker become skilled?
a) catching fish b) riding donkey c) fighting with sticks
d) making clay birds

B. Find out whether the statements are true or false. If false then give the right information.

1. As a teenager, the speaker spent his days in grasslands.
2. The speaker's father told him stories about legends and fables. .
3. The speaker father told him a story about a traveller and an old woman.
4. Clearing the old woman's eyes was unpleasant to the traveller.
5. The traveller married the woman and became wealthy and successful.

C. Fill in the blank using suitable words:

1. The speaker _____ and _____ with the other village boys.
2. The speaker learnt to _____ warm milk straight from cow.
3. They used to catch fish with _____.
4. The speaker was _____ to fight with sticks.
5. The speaker became a _____ by five years of age.

D. Answer each question in one sentence:

1. What helped the speaker's imagination grow?
2. What did the speaker understand from the story?
3. What were the ox-drawn carts made of?
4. What was the color of the rocks of the hills?
5. What did the speaker and his friends teach themselves?

E. Re-arrange the following sentences based on the sequence of the text:

- i) The hills became our roller coasters.
- ii) Nature was our playground.
- iii) We made animals and birds out of clay, and ox-drawn carts out of tree branches.
- iv) As boys, we created games of our own.
- v) I learnt to swim in fast-flowing streams, and to catch fish with a twine.
- vi) As a child, I spent my days in the grasslands, playing and fighting with the other village boys.
- vii) I loved caring for these animals.
- viii) By five, I became a herd-boy, looking after sheep and calves in the fields.

F. Work with words

Make sentences using the following words: twine, streams, slingshot, legend, direction.

G. Find out the nouns, adjective, verb and adverbs from the first 5 sentences of this story.

Grammar

Sub- verb agreement

A verb must agree with its subject in number and person and this agreement between a subject and verb is known as **Subject-verb agreement**. If the subject is singular, the verb will be singular, and if the subject is plural, the verb will be plural as well.

❖ Some rules of subject-verb agreement are given below:

- 1) 'Each' 'everyone' 'many a' takes a singular verb:
 - i) Each of the boys **loves** to play cricket.
 - ii) Everyone in the group **is** selected for the next round.
 - iii) Many a man **has** completed the task.
- 2) Though some nouns are plural, they take a singular verb:
 - i) Mathematics **is** his favourite subject ,
 - ii) The news **is** surprising.
- 3) Two or more singular subjects joined by 'or', 'nor' take a singular verb:
 - i) Either he or his brother **is** responsible for the mistake.
 - ii) Neither she nor her father **knows** about the truth.

Exercise

Choose the correct form of verb:

- 1) Everyone **hate/hates** a liar.
- 2) Each girl **has/have** joined the group.
- 3) Physics always **bother/bothers** me.
- 4) Either Redwan or Rehan **has/have** cleaned the room.
- 5) Neither fame nor blame **affect/affects** him.
- 6) Each boy and girl **seem/seems** to be happy in the class.
- 7) Neither knowledge nor money **are/is** achieved easily.
8. Each of the voters **have/has** been informed of the election date.

The Old Man and Two Brothers

Scene 1

The scene is set in a village near Baghdad in the days of the great Caliph Haroun al-Rashid. Two brothers, Osman and Omar, return home after the harvest festival.

(Osman arrives home. His wife Fatima is waiting for him at the door.)

Fatima: You look tired but happy, dear husband.

Osman: Yes, dear Fatima. Even if the harvest is not as good as last year's, we have got enough food for the year. I have one wish, however.

Fatima: What is it?

Osman: My brother Omar is young and has no one to look after him. He should spend carefully and put aside some money for the future.

I would like to take a few sheaves of corn at night from our store and add them to his. He will not accept the sheaves if I offer them to him. But this way, he will not know. What do you say?



Fatima: I agree, dear husband. I know how much you love your young brother.

Osman: Well, then. I'll take the sheaves to him tonight when he is asleep.
(Three hours later, Osman takes the sheaves to his brother's barn. On the other side of the village, Omar takes a look at his sheaves.)

Omar: How kind my elder brother has always been to me—
Like a father! He works so hard to look after his wife and children.
He will accept no help from me, but I know what I shall do.
I must go across in the night with some of my sheaves and add
them to his store.

(Omar carries out his plan and takes the sheaves to Osman's barn.)

Scene 2

(Next morning, each brother takes a look at his store and is surprised.)

Osman: *(confused)* The number of sheaves is the same as before!
How can that be? Did I make a mistake in counting the sheaves?
Well, let me take the sheaves to my brother's barn again tonight.

(On the other side, Omar looks at the sheaves in his barn.)

Omar: How is this possible? My sheaves remain the same! Did I not take
some to my brother's barn yesterday? Did I walk in a dream and
bring the sheaves back home? Well, tonight, I shall not be so sleepy.

Scene 3

(An elderly man from a nearby farm comes out for a stroll and sees Osman.)

Old Man: Where is Osman going with so many sheaves? Why, he seems to be
going into Omar's barn! What is going on? I must find out what is
happening.

*(later that night, the old man sees Omar taking the sheaves to his brother
Osman's barn)*

Old Man: Oh, each goes secretly to his brother's house— not to take, but to
give! The Caliph will be happy to hear this. But before I tell the
Caliph, I must make the brothers meet at night.

Scene 4

(The next morning, the old man goes to Osman's house.)

Old Man: What are you doing, Osman? Why are you looking at your
store?

Has anyone stolen your grain?

Osman: No, good friend, no one has stolen my grain. But there is a mystery
here. I take a few sheaves to my brother's barn every night. But the
next morning, the number of sheaves remains the same in my barn.

Old Man: Wait, let's try to solve this mystery. Go to your brother's barn
tomorrow, just before the sun rises. Things will become clearer
then.

(The neighbour goes to Omar's house.)

Old Man: What news, Omar? Barn well stocked? Why are you staring at your
store? Have any sheaves disappeared in the night?

Omar: My sheaves have not disappeared, good friend! Instead, they have come back! Each night, I add some sheaves to my dear brother's store. And yet each morning, the number stays the same.

Old Man: Well, go tomorrow to your brother's barn just before the sun rises and see what happens. Things will become clearer then.

Omar: I will do as you say. Thank you, friend.

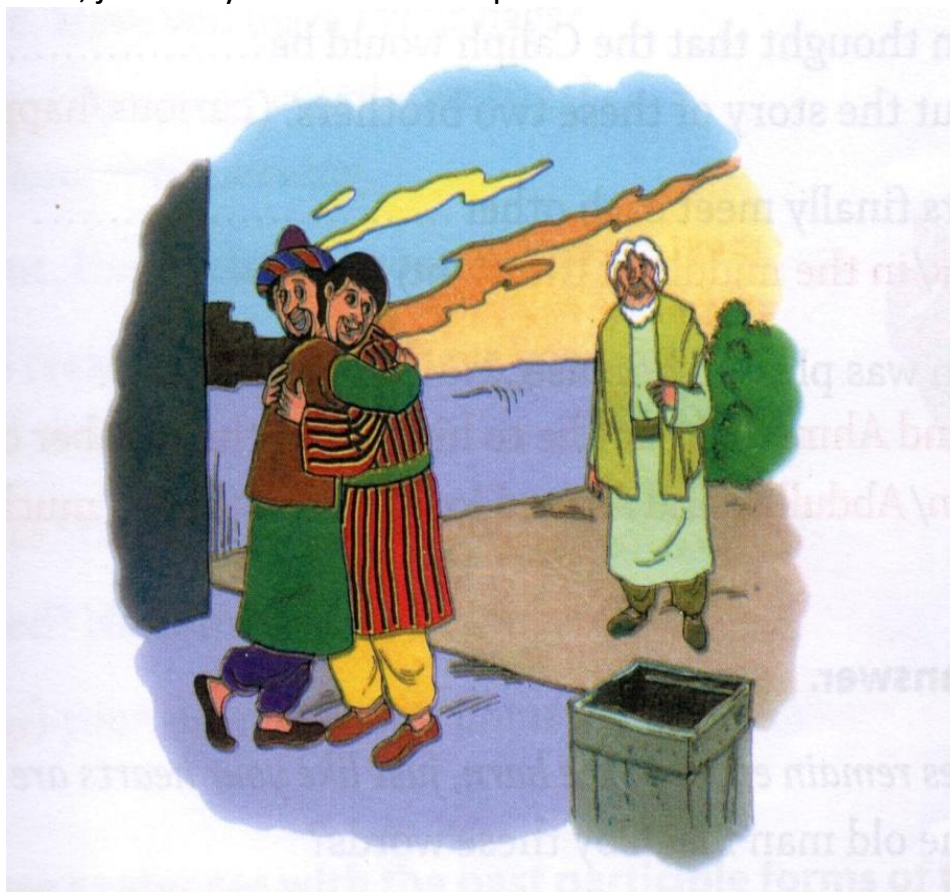
(The old man keeps watch at daybreak the next day. The brothers meet, each carrying sheaves.)

Osman: Omar, what is this you are doing?

Omar: Osman, where are you going with these sheaves?

(The brothers understand. They embrace each other. The old man steps out and speaks.)

Old Man: So now your mystery is solved. Your Sheaves remain equal in the barn, just like your hearts are equal in love.



VOCABULARY:

1. Caliph (n.)- the chief Muslim civil and religious ruler
2. Barn (n.)- storehouse
3. Grain (n.)- crop
4. Sheaves of corn (n.) – bundles of corn stalks tied together.
5. Carry out (v.) – to do or complete something.
6. Stroll (v.) – a slow and relaxed walk.
7. Well stocked (adj.) – full of grain.
8. Keep watch (v.) – to guard or care for someone or something.

A. Choose the right answer:

1. The scene is set in a _____.
a) town in b) park in Dhaka c) village near Baghdad d) forest near Persia
2. When did Osman and Omar return home?
a) after summer b) before harvest festival c) after harvest festival
d) before winter
3. Whom does the old man first see with the sheaves?
a) Omar b) Osman c) Fatima d) Rokeya
4. What does the old man propose?
a) to solve the mystery b) to buy corn c) to talk to Osman d) to talk to Omar
5. Who keeps watching at daybreak the next day?
a) Osman b) Omar c) the old man d) Fatima

B. Fill in the blanks with the correct form of the verb.

1. Fatima _____ (know) how much her husband _____ (love) his young brother.
2. Osman _____ (be) always kind to his younger brother.
3. _____ (Go) across in the night, Omar will add some of his sheaves to his brother's store.
4. Finally, the mystery is _____ (solve).

C. Answer each question in one sentence:

1. How was the Caliph?
2. Who was Harun al-Rashid?
3. Who are two brothers?
4. Where does Osman Arrive?
5. Who arrives home?

D. Find out whether the statements are true or false. If false then give the right statement.

1. The old man tells Omar to go to Osman's house after the sun rises.
2. Omar will not do as the old man says.
3. The brothers meet each carrying a packet of sweets.
4. They do not embrace each other.
5. Their hearts are not equal in love.

E. Fill in the blanks using suitable words:

1. Three hours later, Osman takes the sheaves to his brother's _____.
2. Omar _____ what he will do.
3. Omar _____ out his plan.
4. Osman is _____ as the number of sheaves is the same as before.
5. Osman asks himself if he made a mistake in _____ the sheaves.
6. The story was based on the _____ of two brothers.
7. They used to live in a village near _____.
8. The name of the Osman's wife was _____.

F. Broad question:

1. Describe the whole story in your own words.
2. How was the relationship among the two brothers? Explain.
3. What have you learnt from the story, explain.

G. Work with words

Make sentences using the following words: *sheaves, understand, embrace, disappear, add, stair, remain, stolen.*

H. Higher Order Skills/Life skills

Your brother accidently broke your toy while playing with it. He comes to you crying and says sorry. What will you do? Choose from these options. You may choose more than one.

- a) You get angry and start shouting at him.
- b) You stop him from crying by telling him how to deal with mistakes and get over them.
- c) You punish him by taking away or breaking a few of his toys.
- d) You forgive him and ask to be more careful in the future.
- e) You complain to your parents about it.

I. Language Exercise

Find out the noun, verbs, adjectives, and adverbs in the first scene of this drama.

Grammar

Past simple or Past Indefinite Tense

Past Indefinite or Past Simple Tense is usually used to refer to past events, states, situations or repeated past action. For instance,

I **visited** London a few days back.

Ramij **saw** the movie on TV last night.

In the statements, both "visited" and "saw" indicates past actions. In past simple, the main verb would be in the past form (V2). The structure of a sentence in past simple tense can be like this.

Subject + V2 (past form) + extension

Exercise

A. Now, look at these sentence:

- a) Zarin came to visit me yesterday.
- b) He worked as a lawyer for a reputed German company.
- c) Mrs. Katherine arrived at 9 am.
- d) Shahjahan built the Taj Mahal to show his love for his wife Mumtaz.
- e) The Spartans were great warriors.

Underline the parts of sentences that indicate them as they are in Past Indefinite Tense.

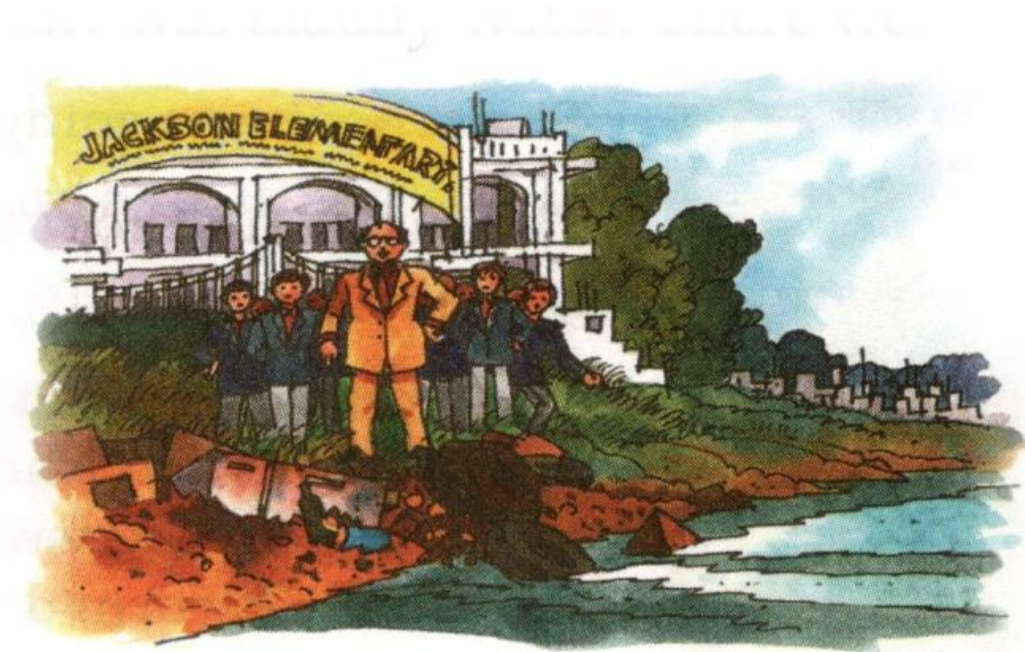
B. Fill in the gaps with using the correct form of verbs in the brackets to transform these sentences in past Indefinite Tense.

- a) They ____ (take) our tractor to plough their field.
- b) Rabeya and her sister ____ (be) here a moment ago.
- c) She ____ (break) my toy!
- d) Abraham Lincoln ____ (be) a kind person.
- e) Shakespeare ____ (die) in 1616.

The Pigeon Creek

Pigeon Creek flows for about four kilometres. The last one kilometre runs just below Jackson Elementary School.

None of the students have ever seen a fish in Pigeon Creek. One day, the students of Mr. King's fourth-grade class went down to the creek. All they saw was muddy water. There were bottles and cans, old tyres and a lot of other rubbish in it.



Along the bank were some smashed cardboard boxes and a broken refrigerator.

The students stood on the bank looking at the rubbish in the water.

"What is that?" asked Mr. King.

"It looks like a garbage dump to me," replied Peter.

"No," said Mr. King. "It is a stream. It was clear, clean stream when I was a little boy."

"It doesn't look like a stream now," said Jane.

"Look! I see water moving right under those old tyres," said Kate, excitedly.

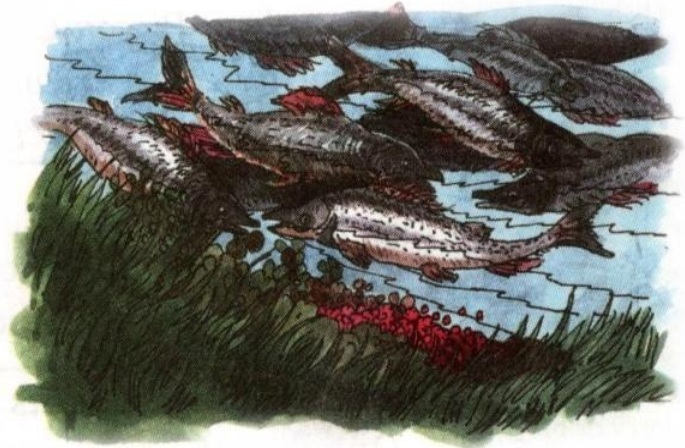
"Salmon used to be born in Pigeon Creek," Mr. King told them. "They would hatch from eggs laid at the bottom of the stream. When they were big enough, they would swim to the Pacific Ocean. After they stayed in the ocean for a while, they would swim back."

"This creek was once full of salmon," continued Mr King. "In the ocean, they were a beautiful silver colour. But salmon change their colour when they are

ready to have babies. When they swim back to the stream, their sides turn red."

The fourth-graders stared at the muddy stream. It was hard for them to believe that Pigeon Creek might have ever been filled with clear water or beautiful fish in the past.


A few days later, the principal of Jackson School made an announcement. The school was going to help clean up the creek. The Jackson School teachers told their students what they were going to do.



The stream needed a lot of care and attention. They would clean the stream. Then, they would fill the stream with salmon raised from eggs in a classroom aquarium. They would make sure that the salmon returned to Pigeon Creek. The students listened in wonder. They opened their eyes wide and said, "Do you mean us?" "Yes!" said the principal. "You can save Pigeon Creek if you work hard." It was going to be an exciting year ahead!

-Adapted from 'Come Back, Salmon' by **Molly Cone**

Know about the

	Birth	Date: October 3, 1918
		Place: Washington, United States
	Occupation	Author
	Nationality	American
	Known for	Writing novels, short story collections, middle-grade fiction, and educational topics.
	Death	Date: ---
Place: ---		

VOCABULARY:

1. Creek (n.) – a narrow water way of river
2. Elementary (adj.)- primary
3. Muddy- full of mud
4. Rubbish (n.)- trash, garbage
5. Garbage dump (n.)- dirty place to keep trash
6. Salmon (n.)- kind of sea fish
7. Pacific ocean (n.)- largest and deepest ocean of the world
8. Smashed (adj.)- broken into small pieces
9. Stream (n.)- a small river
10. Hatch (v.)- emerging from an egg

A. Choose the right answer:

1. Pigeon Creek flows for about four _____.
a) miles b) kilometres c) metres d) feet
2. Who have never seen a fish in Pigeon Creek?
a) The students b) The teachers c) People d) The children
3. Students of which grade went to the creek?
a) fifth grade b) Third grade c) fourth grade d) tenth grade
4. What was muddy?
a) The road b) the floor c) The old tyres d) The water
5. Which one of the following was not in the rubbish of the creek?
a) bottles b) glasses c) can d) old tyres

B. Answer each question in one sentence:

1. How was the water in the creek and how long was Pigeon Creek?

2. What did the fourth grader find looking at the creek?
3. How was the stream when Mr. King was a little boy?
4. How were the salmon in the ocean?
5. When did the salmon swim back to the Pacific Ocean?
6. When do the salmon change their colour?
7. Where would the salmon hatch from eggs?

C. Fill in the gaps using suitable words:

1. The fourth graders _____ at the muddy stream.
2. The principal of the Jackson School _____ an announcement.
3. The children would _____ the stream.
4. The stream _____ a lot of care and attention.
5. The principal told the students that they could _____ Pigeon Creek working hard.

D. Find out whether the statements are true or false. If false then write the right statement.

1. The Pigeon Creek runs below Jackson Elementary School.
2. None of the students have ever seen a fish in Pigeon Creek.
3. The Salmon were beautiful silver while staying in the ocean.
4. The principal wanted the student's help to clear Pigeon Creek.
5. This creek was once full of salmon.

E. Matching:

Match the following words from section A with section B.

A	B
a) Learn Creek flows	i. would swim to the Pacific Ocean.
b) None of the students have ever seen	ii. other rubbish in it.
c) There were bottles and cans, old tyres and a lot of	iii. looking at the rubbish in the water.
d) The student stood on the bank	iv. for about four kilometres.
e) When they were big enough, they	v. a fish in Pigeon Creek.

F. Work with words

Make sentences with the following words: *turn, swim, stream, aquarium, filled, announcement.*

G. Find out the noun, verbs, adjectives and adverbs from the first 10 sentences of this story.

H. Higher Order Skills

a) Think and answer

- What are the things that the children learned from their experiences?
- How does the school ensure that the children become responsible persons when they grow up?

b) Life skills

Imagine that there is a garbage dump near your school. It smells very bad.

What will you do to help get rid of the garbage dump?

c) Debate

Discuss why you think we should take more care of our surroundings? In what ways can we take care of it? Work in groups of three. Discuss and list at least three suggestions. Share your suggestions with the class.

I. Re-arrange

Re-arrange the following words to make meaningful sentences:

- a) kilometres, four, about, for, flows, Creek, Pigeon
 - b) water, muddy, was, saw, they, all
 - c) Pigeon, Creek, in, fish, a, seen, ever, have, students, the, of, none
 - d) stream, muddy, the, at, stared, fourth-graders, the
 - e) Creek, the, up, clean, help, to, going, was, school, the
-

Grammar

Past Continuous Tense:

Past Continuous or Past Progressive Tense is normally used to refer to events or actions which remained unfinished or were in progress around a particular time in the past. Look at the following examples:

He **was working** in his shop.

Rain **was falling** steadily on the city's streets.

They **were playing** basketball in the university campus.

In those above statements "was working", "was falling", "were playing" have been used to explain or describe some activities or unfinished program in the past. The structure of a sentence in past progressive tense usually is like:

Subject + (was/ were) + (verb + ing) + extension

A. Now, look at the following statements. Underline the correct option.

(i) They got good marks because they (studied/were studying) hard.

(ii) They (planned/ were planning) to get up early, but they overslept.

(iii) When she (did/ were doing) her home work, her mother called her over phone.

(iv) After the program (finished / was finishing), I turned off the computer and went to bed.

(v) Have you seen my new phone? My father (gifted/ was gifting) it to me.

(vi) I saw Shourav when he (read / was reading) a book.

Swift Things are Beautiful

Swift Things are Beautiful:

Swallows and deer,
and lightning that falls,
Bright-veined and clear,
Rivers and meteors,
Wind in the wheat,
The strong-footed horse,
The runner's sure feet.



And slow things are beautiful:

The closing of the day,
The pause of the wave,
That curves downward to spray,
The ember that crumbles,
The opening of a flower,
And the ox that moves on,
In the quiet of power.



—Elizabeth Coatsworth

Know about the Poet:

	Birth	Date: May 31, 1893
		Place: New York, United States
	Occupation	Writer and poet
	Nationality	American
	Known for	Writing fiction and poetry for children and adults.
	Death	Date: August 31, 1986
Place: , Maine, United States		

VOCABULARY:

1. **Swift (adj.)** – quick
2. **Bright-veined(adj.)** –a flash of lighting shaped like a vein.
3. **Meteor (n.)** – a piece of rock or other matter from space that produced a bright light
 - a. while travelling through the earth.
4. **Ember (n.)** – a piece of firewood that is red and hot even after the flames have died.
5. **Crumble (v.)** – fall to pieces.
6. **The quiet of power** – the grace with which the quiet but powerful ox moves.

A. Answer the following questions:

1. How does the poet describe lightning falls?
2. What does the wind blow?
3. Who is strong footed?
4. What seems beautiful of the day?
5. What does "The quite of power" mean?

B. Find out which sentence is true/false. If false, write the true statement.

1. There are more swift things to be found in nature than slow things.
2. The ox's feet seem very powerful to the narrator.
3. The narrator loves swift things more than slow things.
4. Wind meteor, rivers all are slow things.
5. There is more time to see and enjoy the beauty of slow things.

C. Fill in the gaps:

1. The runner's _____ feet are swift thing.
2. The poem "Swift thing are Beautiful" is written by _____.
3. The _____ of the wave seems beautiful.
4. "That carves downward to spray, the ember that _____."
5. The opening of flower is _____ but beautiful.

D. Re-arrange

Put the lines into the right order –

"Bright – veined and clear,
Swallows and deer
Swift things are beautiful:
and lightning that falls,"

E. Matching:

Match the information from column A with column B to form meaningful and appropriate sentences:

Column A	Column B
a) Swift things	i. is a beautiful swift bird.
b) Swallow	ii. are beautiful.
c) The strong-footed horse,	iii. the pause of wave.
d) The closing of the day,	iv. the runner's sure feet.

F. Complete the verse –

Write down the next line to complete the verse:

1. The strong – footed horse,
_____.
2. And slow things that are beautiful:
_____.

G. Work with words

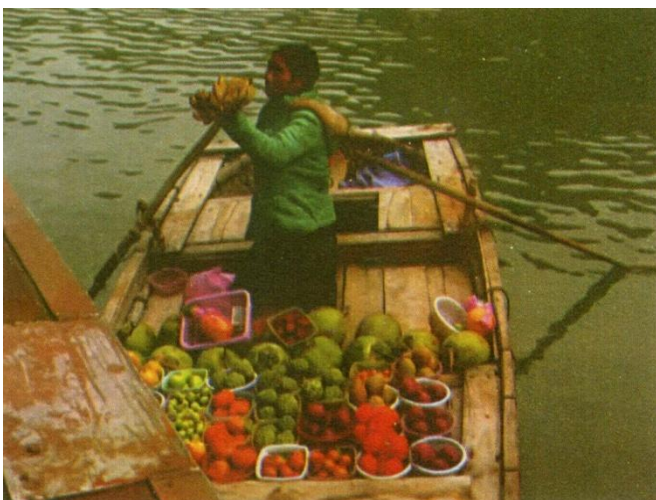
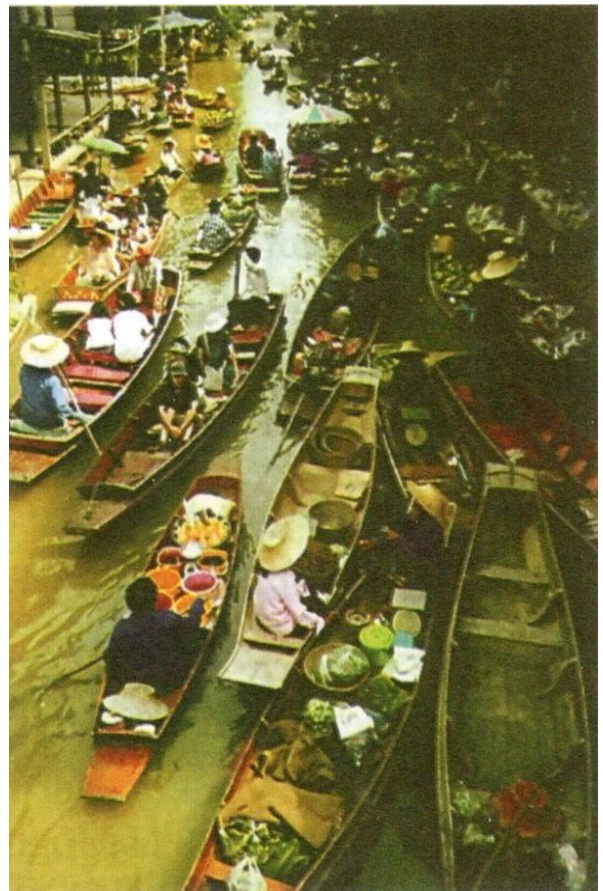
Make sentences with the following words: *crumble, ember, downwards, opening, runner, meteor.*

H. Find out the verbs in the poem and make sentences with them.

A Unique Market

Lamai and her family live on a farm. Lamai (*lah-my*) is a young girl who lives in Thailand. This article describes her daily trips to a floating market. In Thailand, life outside the cities is quite different from life in the cities. People live on farms and grow their own vegetables or buy them fresh every day from the local market. The market here is not in a building. It is a floating market located on a river. People travel in their boats on the river, buying and selling almost anything.

They grow fruits and vegetables and sell them at the market each day. The family's day starts at 3 a.m. Long before the sun comes up, Lamai and her brother help their parents. They pick fruits and vegetables and clean them. Then they load everything into a long boat called a *ruilla pais*. Their boat is ready by about 6 a.m. Lamai's father and brother stay on the farm to work while Lamai and her mother row to the closest floating market. On the way, the water is still and peaceful. Lamai sees the bright sun beginning to shine. They now have no time to lose!



Lamai hears people laughing and shouting in the distance. Soon the sounds grow louder. Her mother rows the boat around a corner. Suddenly, they are at the floating market. Hundreds of boats are gathered at a wide place in the river.

Merchants call out what they have to sell. People go from one seller to another in their boats. They buy fruits at one boat and fresh bread at another. Lamai's mother will sell bananas, ripe tomatoes and other vegetables today. She hopes her mother will buy her some star fruit later. They are Lamai's favourite.

For Lamai, a trip to the market also means a chance to meet her friends. Today, Lamai sees her friend Suki. They chatter while Lamai's mother is busy selling her stock. Finally, Lamai's mother is ready to leave.

Lamai waves goodbye to her friend. She and her mother move away to another spot to sell the rest of their stock. On the walkway beside the river, Lamai sees tourists buying souvenirs- colourful purses, T-shirts, pencils and statues.

Around 11 a.m., people begin to go home. Lamai is glad. She is a little sleepy from waking up so early. Her mother has sold most of her stock. They will leave the market with less food in their boat but with more money for their family.

Lamai's mother makes one last stop so Lamai can buy her favourite starfruit. Then, they row home. They can rest until tomorrow when the work will begin again.

VOCABULARY:

1. Chatter (v.)– to talk in a friendly manner.
2. Walkway (n.) – footpath
3. Souvenirs (n.) – things bought and kept to remember a special event of place.
4. Located (adj.) – to be in a particular place.
5. Float (v.)- move on or near the surface of a liquid without sinking

A. Choose the right answer:

1. In which country life outside the cities is different?
a) Bangladesh b) India c) Thailand d) China
2. Where do the people of Thailand grow and buy fresh vegetables?
a) local market b) super market c) grocery shop d) super shop
3. A floating market is located on a _____.
a) sea b) river c) lake d) pond
4. When does Lamai's family's day start?
a) at 2 am. b) at 3 am. c) at 4 am. d) at 5 am.
5. Who pick fruits and clean them?
a) Lamai's parents b) Lamai c) Lamai and Suki d) Lamai and her brother.

B. Answer each question in one sentence:

1. How do people outside of cities in Thailand live?
2. Where is the floating market located?
3. Why do Lamai and her brother have to wake up so early?
4. What is the name of the long boat?
5. How is the water on the way to the floating market?
6. What were the tourists buying?
7. What is Lamai's favourite?
8. Who is Lamai's friend?

C. Fill in the blanks using suitable words:

1. Today Lamai sees her friend _____.
2. They _____ while Lamai's mother is busy selling her stock.
3. Lamai _____ goodbye to her friend.
4. Lamai sees tourists buying _____ colourful purses, T-shirts, pencils and statues.
5. She is a little sleepy from _____ up so early.

D. Find out whether the statements are true or false. If false then give the right information.

1. People buy fruits and fresh vegetables from the same boat.
2. Lamai is sad because she cannot meet her friends.
3. Today Lamai sees her friend Suki.
4. Lamai and Suki work at home while Lamai's mother sell vegetables.
5. People start to leave the market around 11 am.

E. Matching:

A	B
a) People live on farms and grow their	i. located on a river.
b) It is a floating market	ii. Lamai and her brother help their parents.
c) People travel in their boats on the river,	iii. at the market each day.
d) They grow fruits and vegetables and sell them	iv. buying and selling almost anything.
e) Long before the sun comes up,	v. own vegetables or buy them fresh every day from the local market.

F. Work with Words

Make sentences using the following words: market, souvenirs, chatter, walkway, traveller, trip, distance.

G. Language exercise

Write down 5 examples of noun, adjective, and verbs that you found from this story.

Extra vocabulary

Nouns, such as shoes, salt, chocolate which we cannot count are uncountable nouns.

<u>We don't say</u>	<u>We say</u>
<u>We don't say</u> five salts two shoes three bread five chocolates	<u>We say</u> a pinch of salt a pair of shoes a loaf of bread a bar of chocolate

Exercise

Choose the correct option:

8. a _____ of butter
a) bar b) blob
 9. a _____ of soap
a) jar b) cake
 10. a _____ of ice cream
a) dollop b) blob
 11. a _____ of steam
a) cloud b) grain
 12. a _____ of books
a) pile b) row
-

Grammar

Personal pronouns

Personal pronouns are those words which can take the place of nouns. These personal pronouns are *I, you, he, she, it, they, me, him, her, us, them* etc.

Look at the following statements-

Mr. Abu Bakar got to know **his mother** was ill. So, **Mr. Abu Bakar** rushed to **his mother**.

Mr. Abu Bakar got to know **his mother** was ill, so **he** rushed to **her**.

Now see, in the second sentence, 'Mr. Abu Bakar' and 'his mother' are replaced by the pronouns 'he' and 'her'.

Exercise

Rewrite these following sentences using personal pronouns in the places of the underlined words.

- (i) Cristiano Ronaldo is one of the finest football players of all time.
Cristiano Ronaldo won the Balon d'Or last year.
- (ii) Arif and Abir are good friends. Arif and Abir live in Mirpur.
- (iii) My mother is a great cook. My mother is cooking my favourite meal now.
- (iv) Junaed likes to collect stamps. Junaed has more than a hundred.
- (v) Ratul and his sister were fighting over a toy. Ratul did not want to give Ratul's toy to his sister by any means.

Helen Keller

It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named her Helen. But one day, the baby became ill and day after day, her fever stayed high. Everyone in the family tried to help her to get better, but all they could say was, "There is nothing more we can do. The baby may not live."



Helen lived. But she was not the same after her illness.

"Something is very wrong," her mother said. At last, they found out what was wrong. The child could not see or hear.

The baby grew into a little girl. Her parents felt sorry for her. Helen often cried and held on to her mother. "Maybe you should give the poor child what she wants," her father would say.

Though Helen could not hear or see, she was a bright little girl. Some people thought Helen could not learn anything. "Why don't you just send her away somewhere?" they said.

Her mother did not agree.

"Thanks, but Helen is very smart," she said and added, "The problem is, how can we reach her? She is locked up inside herself."

Helen began to grow wild. She would not let anyone comb her hair. Her clothes were always dirty. She was often angry. Sometimes, she even lay on the floor and kicked her feet.



Her parents thought that they should find a teacher for her. Miss Sullivan, a young teacher agreed to help Helen to learn to see the world. Miss Sullivan gave Helen a doll. "D-O-L-L spells doll," Miss Sullivan spelt the word with her fingers into Helen's hand.

She made the letters with special hand signs. Helen copied her teacher and spelt D-O-L-L too, but she did not understand what she was doing. She did not know that she was spelling a word or even that words existed.

Helen liked Miss Sullivan. She was strict but kind. In the days that followed, Helen learned to spell, in this way, a great many words, among them were *pin, hat, cup* and a few verbs like *sit, stand* and *walk*. But her teacher had been with her several weeks before she understood that everything had a name.

One day, her teacher made Helen put her hand into running water. Then, she spelt W-A-T-E-R. Suddenly, Helen understood that W-A-T-E-R meant something wet, running over her hand. She understood that words were the most important things in the world. Words would tell her everything she wanted to know.

Helen learned thirty words that day- *mother, father, sister, teacher* were among them- words that were to make the world blossom for her.

It would have been difficult to find a happier child than Helen as she lay in her bed at the close of that eventful day. She thought about the joys it had brought her and for the first time, longed for a new day to come.

By the end of August, in six short months, Helen knew 625 words. By the time she was 16, Helen could speak well enough to go to college. Helen Keller, the little girl, became one of history's most famous women. She travelled around the world, speaking in more than 25 countries in the five major continents. Wherever she went, she brought new courage to millions of people.



Picture: Helen Keller and Miss Sullivan

VOCABULARY:

1. Wild (adj.)– uncivilized
2. Agree (v.) – have the same opinion about something
3. Strict(adj.) – following rules exactly
4. Exist (v.)– be found
5. Courage (n.)– the ability to control one's fear in a dangerous situation.

A. Choose the right answer:

1. In which season was the baby born in?
A. Summer B. winter C. Fall D. spring
2. But she was not the same after her _____.
A. illness B. birth C. education D. training
3. Who thought Helen could not learn anything?
A. some people B. few people C. everyone D. her parents
4. She was often _____.
A. angry B. nice C. sick D. humble
5. Sit, stand and walk which parts of speech are these?
A. very B. noun C. adjective D. adverb
6. She understood that ____ were the most important thing in the world.
A. words B. books C. lands D. tools

B. Answer each question in one sentence:

1. Where was the baby girl born?
2. What did her parents name her?
3. What stayed high after one day when the baby became ill?
4. Who tried to help her to get better?
5. Who said that something was wrong?

C. Broad Question:

1. How did Helen become sick and what happen to her after her illness?
2. Describe her life story in your own words.
3. What have you learnt from Helen's life? Explain

D. Find out whether the statements are true or false. If false then give the right information:

1. Miss Sullivan was Helen's aunt.
2. Helen hated Miss Sullivan.
3. Miss Sullivan was not kind.

4. Helen learnt 700 words in six short months.
5. Helen could speak well enough to go to college by the time she was 20.

E. Fill in the blanks using suitable words:

1. Her parents loved her dearly and _____ (name) her Helen.
2. One day the baby _____ (become) ill and fever _____ (stay) high for days.
3. Her teacher made Helen _____ (put) her hand into _____ (run) water.
4. Suddenly Helen understood that W-A-T-E-R _____ (mean) something wet, running over her hands.
5. She understood that words _____ (be) the most important things in the world.

F. Work with words

Make sentences using the following words: *let, comb, copy, spell, exist, dirty, often.*

G. Find out the adjectives and adverbs in the first 20 lines of this story.

H. Match the words in column A with the word in column B

A	B
a) Courage	i) prevail
b) Exist	ii) harsh
c) Strict	iii) primitive
d) Wild	iv) consent
e) Agree	v) bravery

Ways of saying laugh:

- i.) Giggle: to laugh in a quiet childish way, often at something silly.
- ii.) Snigger: to laugh in a childish and unkind way.
- iii.) Chortle: to laugh at someone's bad luck.
- iv.) Crack up/Burst out laughing: to suddenly start laughing.
- v.) Chuckle: to laugh quietly.
- vi.)

Exercise

1. The boys were _____ at the corner of the field.
a) giggling b) chuckling
 2. He was _____ as he read the story.
a) chuckling b) sniggering
 3. He _____ at what his cousin was wearing.
a) chortled b) sniggered
 4. As the boy fell over the chair, everyone _____.
a) chuckled b) burst out laughing.
-

Grammar

Punctuation Exercise

Punctuate the following paragraph with capitalization.

(1) rahim have you done your english lesson today asked the teacher yes sir i have done it but i haven't understood some grammatical points replied rahim where is the problem said the teacher

True Judgment

Scene 1

[Morning. It's winter. Akbar and Birbal are pacing the floor in the palace balcony. The balcony offers a good view of the river.]

Akbar: Birbal, I have heard that the water of this river is extremely cold. Is that true?

Birbal: Yes, Your Majesty, I have also heard the same.

Akbar: What do you think will happen if a man stands in the cold water all through the night? Will he die?

Birbal: Certainly, You Majesty, no ordinary man can survive after staying for such a long time in the cold water.

Akbar: *(thinks for a while and says):* I have an idea!

[The emperor whispers something in Birbal's ear. Birbal is surprised at the Emperor's words.]





Scene 2

[Afternoon. Town marketplace. A town-crier beats his drum loudly and people come, leaving their work and gather around him.]

Town-crier: *(loudly):* Listen! Listen! By the order of the Emperor, anyone who stands in the cold water of the river in front of the King's palace all through the night will be amply rewarded. Listen! Listen!

[He moves to another busy area to make the same announcement.]

[People stand in groups and discuss the announcement. Nobody is ready to accept

the challenge. A poor washerman also listens to the announcement and whispers softly in his wife's ear.]

Denu: Kanchana, this is a good opportunity. I should try my luck. If I succeed in standing in the river, I'll get the big reward and we'll be able to live well.

Kanchana: No! No! Don't ever think of taking such a risk.

Denu: You needn't worry. Nothing will happen to me. After all, I am used to washing clothes in cold water every day.

Scene 3

[Night. The washerman goes and stand in the middle of the river. Some people come and ask him not to risk his life.]

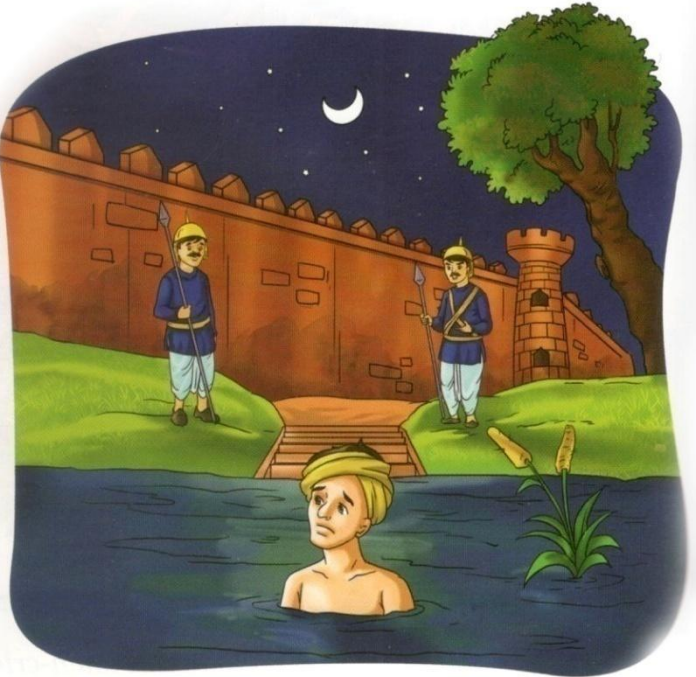
First man: I feel sorry for this poor man. Why does he want to kill himself?

Second man: He is crazy! Doing such a foolish thing for money! Well, let us pray for his safety.

[Next morning, Denu is shivering badly. He stood in the river all through the night]

He has successfully completed the task. People congratulate him on his wonderful achievement.]

Kanchana: *(happily):* Oh! So, you have done it! Thank God, you are all right! I was so worried. I kept on praying for your safety the whole night. At last God has heard our prayers and you are the luckiest person to get the big reward. I am really proud of you.



Scene 4

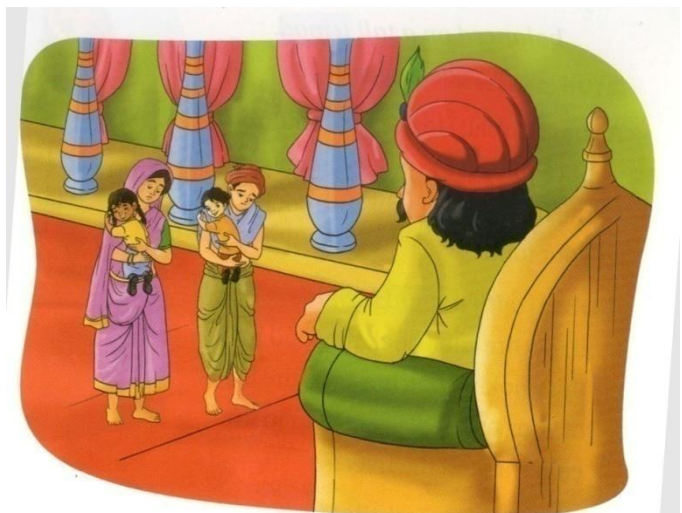
[Akbar's court. The Emperor is sitting on his throne. Birbal is beside him. The courtiers and guards are standing by. Denu and his family enter the court. They bow before the king.]

Denu: Salutations, Your Majesty.

Akbar: Come! You are indeed a brave young man. You certainly deserve the reward.

[A maid brings a silver tray laden with gold coins.]

[As Akbar is about to give the reward to Denu, a courtier interrupts.]



Courtier: Your Majesty, what are you doing? This man does not deserve the reward, as he did not stand in the cold water without any help.

[All the courtiers were surprised and wanted an explanation.]

Courtier: Your Majesty, actually the lights from your palace kept the washerman warm all through the night.

Akbar: *(thoughtfully)*: Hmm, you have a point. Well, in that case there is no question of a reward.

[Poor Denu goes away sadly with his family. Birbal is unhappy about this.]

Scene 5

[The next day, at Akbar's court. All are sitting, but Birbal's seat is empty.]

Akbar: Why has Birbal not come yet? He is usually punctual.

[A messenger arrives.]

Messenger: Your Majesty, the minister is in his house, and he says he will be late today.

Akbar: Why?

Messenger: Your Majesty, he is cooking and will take long to prepare the food.

Akbar: *(angrily)*: What nonsense! Why? We shall go and find out.

[Akbar gets up and walks briskly towards Birbal's house followed by some courtiers and guards.]

Scene 6

[Birbal's house. Birbal is sitting near a fire on the ground. Far above it, balanced on a tall tripod, is a cooking pot.]

Akbar: Birbal! How silly of you! You have placed the pot so far above the fire. How can this fire cook your food?

Birbal: *(with a twinkle in his eye)*: If this fire can't cook



the food in this cooking pot, how can the lights of your palace warm
Denu in the cold water of the river?

[Akbar realises that he has taken a wrong decision. He calls for the washerman.]

Scene 7

[Next day, at Akbar's court. Denu comes with his family to the Darbar. Akbar hands the tray of coins to Birbal, who gives it to Denu. Denu and his family are very happy. People cheer and clap. People appreciate the justice done to Denu.]

VOCABULARY:

1. Emperor (n.)- ruler of a kingdom
2. Pace (v.)- walk
3. Ordinary(adj.)- normal or common
4. Survive (v.)- live
5. Town-Crier (n.)- declarer
6. Announcement (n.)- declare or notice
7. Reward (n.)- prize
8. Washer man (n.)- who washes clothes
9. Risk (n.)- danger
- 10.Task (n.)- duty or work to do
- 11.Achievement (n.)- gain
- 12.Worried(adj.)- anxious
- 13.Throne (n.)- royal seat
- 14.Courtier (n.)- minister or adviser
- 15.Laden(adj.)- full of something
- 16.Interrupt (v.)- break
- 17.Deserve (v.)-being worth or qualify
- 18.Warm(adj.)- hot
- 19.Empty(adj.)- bare
- 20.Punctual(adj.)- well-behaved on time
- 21.Briskly(adv.)- quickly
- 22.Astonished (adj.)– greatly surprised.
- 23.Emperor(n.) – ruler of a kingdom
- 24.Shiver (v.)– shaking uncontrollably for being cold or frightened.
- 25.Salutation (n.)– a gesture of meeting

A. Choose the right answer:

1. What offers a good view of the river?
a) The floor b) the balcony c) town marketplace.
2. Birbal is ____ at the Emperor's words.
a) shocked b) astonished c) surprised d) amused
3. Where the town-crier beats his drum loudly?
a) Marketplace b) at the kings palace c) at Akbar's court.
4. Who does think Denu is the luckiest person?
a) Kanchana b) Akbar c) Birbal d) Courtier
5. Who does think Denu doesn't deserve any reward?
a) Kanchana b) Birbal c) Guards d) Courtier

B. Fill in the Gaps using suitable words:

1. Akbar and Birbal are _____ the floor in the palace balcony.
2. "Birbal, I have heard that the water of this river is _____ cold."
3. The emperor _____ something in Birbal's ear.
4. "No ordinary man can _____ after staying for such a long time in the cold water."
5. Nobody is ready to _____ the challenge.
6. Birbal is usually _____.

C. Answer each question in one sentence:

1. Why Denu was shivering badly?
2. What did Kanchana think of Denu as he completed the challenge?
3. Why did the courtier stop Akbar from rewarding Denu?
4. With whom did Denu enter the court?
5. What did Denu do after entering the court?
6. What type of a person was Denu according to Akbar?

D. Find out whether the statements are true or false, if false, write the correct statement:

1. It was summer, when Akbar had a surprising plan.
2. All the courtiers were surprised and wanted an explanation.
3. The courtier thought the lights from king's palace kept Denu warm.
4. Denu and his family went away happily from Akbar's court.
5. Birbal was unhappy about Akbar's judgment.
6. Birbal was late because he was sick.

E. Matching:

Match the following words from section A with Section B.

A	B
f) Extreme	f) not different or special in any way
g) Ordinary	g) a support with three legs for a piece of equipment
h) Announcement	h) stopping someone in the middle of something
i) Interrupt	i) very severe or bad
j) Tripod	j) saying something officially

F. Rearrange

Re-arrange the following words to make meaningful sentences:

- a) same, the, heard, also, have, I
- b) idea, have, an, I
- c) I, try, my, should, luck
- d) opportunity, good, this, is, a
- e) risk, a, such, taking, of, think, ever, don't

G. Work with words

Make sentences using the following words: *courtier, balance, cook, tripod, interrupt, ground*

H. Find out three nouns, adjectives, verbs, and adverbs in the first scene of this drama.

Grammar

Punctuation Exercise

Punctuate the following paragraph with capitalization.

george bernard shaw was born in dublin in 1956 his father's family had been small landowners in island since the late seventeenth century he was awarded noble prize for literature in november 1950

The Tease



You're a nuisance, I declare;
You tease me so, it isn't fair;
You pounce on me from everywhere,
And seize my hat, and clutch my hair,
And tie my clothes in knots, and tear
The leaves and blossom from the pear.

I wish that I could set a snare
To catch you—but I wouldn't dare,
For though you tease me, I declare,
O wind, if you were never there,
I don't think I could manage quite,
To sail my boat or fly my kite.

-Lilian Holmes

VOCABULARY:

1. Nuisance (n.) – someone or something that annoys someone.
2. Declare (v.)– state clearly and firmly.
3. Pounce (v.) – Jump quickly in order to take hold of something.
4. Clutch (v.)– hold something tightly.
5. Seize (v.) – take something quickly by force.
6. Snare (n.) – trap for catching small animals.

A. Answer the following question:

1. Why does the narrator call the wind a nuisance?
2. What does the wind seize from the narrator?
3. What does the wind do to her hair?
4. What happens to the leaves and blossom from the pear?
5. What does the narrator wish to do with the wind?
6. What would be the problem for the narrator if she caught the wind?

B. Fill in the gaps:

1. The narrator _____ that the wind is a nuisance.
2. The wind _____ upon her from everywhere.
3. The wind ties the narrator's clothes in _____.
4. She wishes she had a _____ to catch the wind.
5. Because of wind, the narrator managed to boat or fly kite.

C. Find out whether the statements are true or false. If false, write the true statement.

1. The wind pounces her from above.
2. The wind seizes her hat and clutches her hair.
3. The narrator doesn't want to catch the wind.
4. The wind is always bothering the narrator.
5. I wish that I could set a snare.

D. Works with words

Make use of the following words in sentences.

Snare, seize, clutch, Pounce, nuisance.