

No Smiles Today



WARM UP

Work in pairs. Read the situations given below and role-play the emotions that you would feel.

1. You reach home after school. Your mother serves you a hot, delicious lunch.
2. Your father announces that the trip planned with your family in the summer has to be cancelled.
3. Your water bottle has leaked into your school bag and all your books are wet.
4. You are dusting your bookshelf and find a ten-rupee note in one of the books.



Are your reactions the same? If they are different, briefly discuss why.

Shanti and Arun were good friends. They had a lot of fun together.

Come on, Shanti, let's race home!

I think I'll win today, Arun!

Haha! We'll see.



The two friends shared many secrets. They also liked to tell jokes and make each other laugh.

Shanti! Arun! Come and have dinner!

Coming, Amma!



Then, one day...



Shanti was not sitting in her usual place. She was sitting on the last bench, away from everyone. She would not talk or look up.

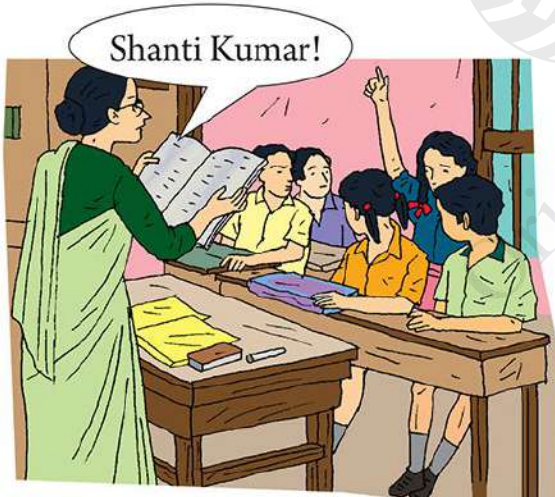
Arun and the other students tried to find out what the matter was.



But Shanti would not say anything. She sat in her place, looking very sad.

The bell rang. Miss Sona came in and started to call out the children's names.

Miss Sona walked up to Shanti's desk.



Shanti did not answer. She lifted her hand slowly.



But Shanti shook her head to say 'no'.

usual used or done most of the time

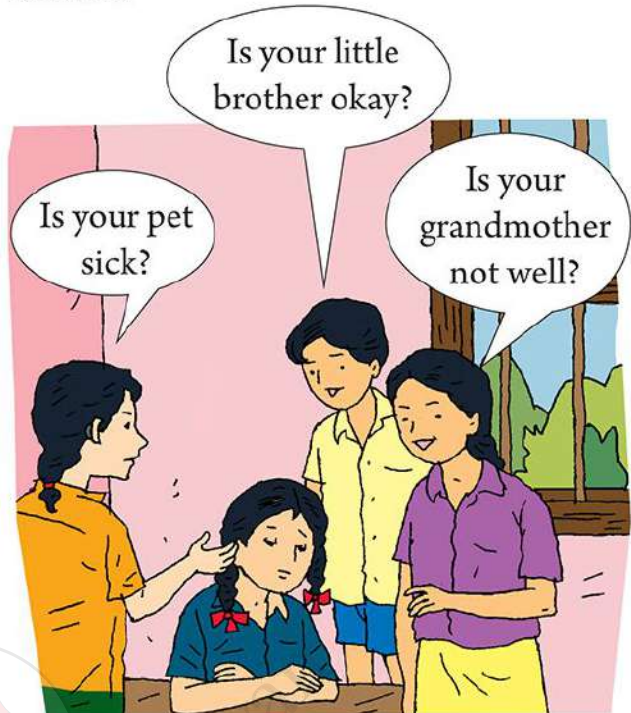
sore throat when your throat hurts, usually because you have a cold and a fever



By the end of the period, the students saw that Shanti's cheeks were red. Everyone wondered if she had a fever.



Everyone was worried about Shanti.



Shanti only nodded to say 'yes'. She would not look up.

Shanti only shook or nodded her head. Still, she would not look up.

It was almost time to go home. Arun knew he had to make Shanti smile. Suddenly, he had an idea!

Arun ran towards Shanti's desk, with something in his hand. Then—



Shanti looked up to see what had landed on her desk.



It was a BIG, green rubber frog.

Then something happened—Shanti began to laugh. That's when the class saw why Shanti had not smiled or talked all day!



Four of Shanti's front teeth were missing!



COMPREHENSION

A. Answer these questions.

1. Who were Arun and Shanti?
2. What happened when Miss Sona called Shanti's name?
3. Why was everyone worried about Shanti?
4. Why did Arun pull out the rubber frog?
5. Why had Shanti not smiled or talked the whole day?

B. Mark these sentences as true (T) or not true (NT).

1. Arun and Shanti fought with each other all the time.
2. Shanti came to class crying one day.
3. Shanti would not talk to anyone or look up.
4. Shanti was upset because her pet was sick.
5. Shanti was feeling shy after losing her teeth.

C. Think and answer.

Was Arun a good friend to Shanti? Tick (✓) the words we can use to describe Arun.

naughty friendly fun-loving caring jealous kind helpful



KNOW YOUR VALUES



In the story, you read about how Arun becomes worried when his friend Shanti is sad. What does he do about it? Is Arun a good friend? What qualities do you think a good friend should have?

It is important to make good friends and to be a good friend.
Good friends are always there to help and support us.



GRAMMAR

Read these sentences.

- ★ A rubber frog landed on Shanti's desk. Shanti laughed when she saw **the** frog.



We use **a** or **an** when we talk about something for the first time.

We use **a** before singular nouns beginning with consonant sounds. We use **an** before singular nouns beginning with vowel sounds.

- ★ a boy ★ a cat ★ a dog ★ a fan ★ a pen
- ★ an apricot ★ an engineer ★ an injection ★ an ox ★ an umpire

We use **the** when everyone knows what we are talking about.

- ★ **The** sun was high in **the** sky.

We also use **the** if we have talked about the thing before.

- ★ Ahmed helped **an old woman** cross the street. **The old woman** thanked him.
- ★ **A pencil** is lying on the floor. I think **the pencil** belongs to Neema.



Complete these sentences with a, an or the.

Rahul lives in ^{1.} a small, but beautiful house. There are two rooms and ^{2.} _____ kitchen in ^{3.} _____ house. Rahul's room is nice and cool. There is ^{4.} _____ small table and ^{5.} _____ cupboard in his room. Rahul keeps his clothes in ^{6.} _____ cupboard. He keeps his notebooks on ^{7.} _____ table. Rahul has ^{8.} _____ empty shelf near his bed. He wants to fill it with storybooks. Rahul loves his room.



The use of **a** or **an** before a word depends on its pronunciation, not its spelling. We use **an** before words that begin with a vowel sound even if they are spelt with consonants, like—

- ★ an hour (say aa-r)
- ★ an heir (say air)

In the same way, we use **a** before words that begin with vowels, but are said with a consonant sound, like—

- ★ a university (say you-niversity)
- ★ a unit (say you-nit)

★ VOCABULARY

Read these sentences.

- ★ Shanti looked very **sad**.
- ★ All the students were **worried** about Shanti.

Look at this word web.



Complete these sentences with words from the word web.

1. When I was five years old, I was afraid of crossing the road.
2. Grandmother is _____ because the neighbour's dog has eaten all her roses.
3. Jai and I were _____ after painting our room.
4. Mohan is _____ that his family has to move to another city.
5. I am _____ to participate in the recitation competition. My parents are _____ of me.



Listen to these words. Then, circle the silent letter in each word.

1. knew
2. comb
3. wrist
4. write
5. knife
6. thumb
7. castle
8. whistle
9. wrong



Your best friend has just told you that she is joining another school. You are worried that you will not be able to see her every day and that she will make new friends. What will you do?

- a. Get angry that she is leaving and stop talking to her immediately.
- b. Understand that she will be worried too and tell her good things about her new school.
- c. Try to make her stay by saying unkind things about the new school.



Shanti is writing a letter to her friend Mala to tell her about her day at school. Help her complete the letter. Write the letter in your notebook.

133/69, 2nd Street
AGS Colony
Chennai – 600015

April 2, 2017

Dear Mala,

How are you? (hope / doing / well). I am fine here.

I had a good day at school. But the day did not start so well. (sad / four front teeth / fall off / not / want / anyone / to know / felt very shy)

Then, a funny thing happened. (Arun / tripped / big green frog / my desk). I started laughing. The whole class laughed too. Everyone said I look cute.

(reply / tell / about / your school).

Your loving friend,

Shanti



She looks so sad.
I should make her
smile.



We use **should** to talk about what is good or correct for us to do.

We use **should not** to talk about what is not good or correct for us to do.

Work in pairs. Look at the pictures and tell each other what you should do to be healthy. Use **should** or **should not** in your sentences.

1.



2.



3.



4.



5.



6.



We should get up early in the morning.



PRONUNCIATION

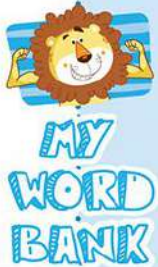


A. Listen and repeat.

blue black bloom blossom blush bleat table cable

B. Listen and repeat.

a blue bus a block of wood a blind mouse a blank page



idea (noun) a thought or plan: Mrs Sharma's idea to start a book club will help all of us. *similar words: plan, belief*

land (verb) to reach the ground from the air: Our cricket ball landed in the neighbour's verandah. *similar words: arrive, descend*

scold (verb) speak angrily to someone who has done something wrong: The teacher scolded the class for making too much noise.

sore (adjective) uncomfortable, painful (because of an illness or injury): My feet are sore because I walked home from school yesterday. *similar words: painful, hurt*





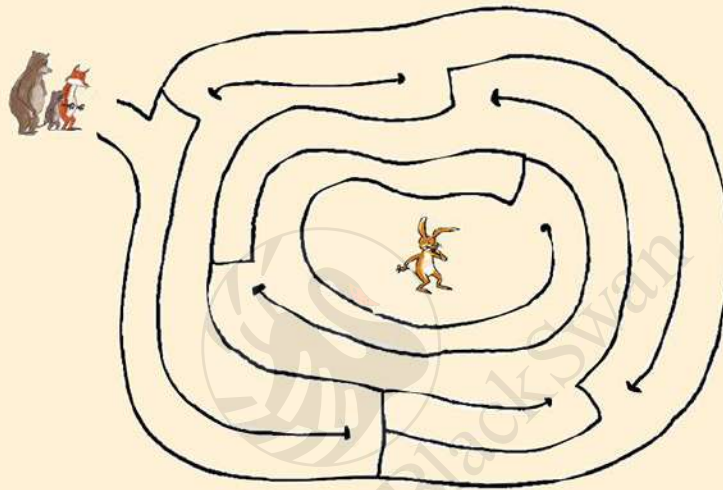
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A Lost Button



WARM UP

Rabbit is lost. Help him find his way back to his friends.



Toad and Frog went for a long walk. They walked across a large field. They walked in the woods. They walked along the river. At last, they came to Toad's house.

"Oh dear!" said Toad. "Not only do my feet hurt, but I have also lost one of the buttons on my jacket."

"Don't worry," said Frog. "We will go back to all the places where we walked. We will find your button soon."

They walked back to the large field. They began to look for the button in the tall grass.



woods land which is full of trees



“Here is your button!” cried Frog.

“That is not my button,” said Toad.

“That button is black. My button was white.” But Toad put the black button in his pocket.

A sparrow flew down near Toad and Frog.

“Excuse me,” said the sparrow. “Did you lose a button? I found one.”

“That is not my button,” said Toad. “That button has two holes. My button had four holes.” But Toad put the button in his pocket.

Then, Toad and Frog went back to the woods to look for the button.

“Here is your button,” said Frog.

“That is not my button,” cried Toad. “That button is small. My button was big.” But he put the small button in his pocket.



Now Frog and Toad went back to the river. They looked for the button in the mud.

“Here is your button,” said Frog.

“That is not my button!” said Toad. “That button is thin. My button was thick.” But Toad put the thin button in his pocket.

The two friends looked some more. Then Toad became angry. He jumped up and down and shouted, “The whole world is covered with buttons, and not one of them is mine!”

Toad ran home and slammed the door. There, on the floor, he saw his white, four-holed, big, thick button.

“Oh,” said Toad. “It was here all the time. What a lot of trouble I have made for Frog.”

★ **slammed** shut with force and loud noise



Toad took all of the buttons out of his pocket. He took his sewing* box down from the shelf. Then he sewed the buttons all over his jacket.

The next day, Toad gave his jacket to Frog. His friend thought that it was beautiful. He put it on and jumped for joy. None of the buttons fell off. Toad had sewed them on very well.



adapted from Frog and Toad are Friends by Arnold Lobel

sewed the buttons used needle and thread to fix the buttons on the jacket

*say so-ing

COMPREHENSION

A. Answer these questions.

1. "Don't worry," said Frog. Why did he say this to Toad?
2. What kind of button did Sparrow find?
3. What did Toad and Frog find in the mud?
4. "Oh," said Toad. "It was here all the time!"
What was Toad talking about? What did he mean by 'here'?
5. What did Toad do with his jacket? Why?

B. Complete this table.

place / person	type of button
1. field	
2. meeting with sparrow	
3. woods	
4. river	

Now describe the button that Toad was looking for.

C. Think and answer.

Toad found many buttons that were not his, still he put all of them in his pocket. Do you think it was all right for him to do this? Why or why not?



Read this sentence.

- ★ Toad and Frog found many **buttons**.



Button is a countable noun. We can say **one button, two buttons, three buttons**, and so on. Nouns like **button, town, owl** and **tailor** have plurals (**buttons, towns, owls** and **tailors**). We can use **a** or **an** before them.

Now, read this sentence.

- ★ You don't have to give me any **money**.

Money is an uncountable noun. We cannot say 'moneys'.

Uncountable nouns do not have plurals. We cannot use **a** or **an** before them.



A. Mark the words in colour as countable (C) or uncountable (UC).

1. The **milk** is hot.

UC

2. The **hens** are in the kitchen.

3. My **book** is in the bag.

4. That is Jim's **food**.

5. I don't like **apples**.

B. Tick (✓) the correct sentences and cross (✗) the incorrect ones.

1. She wants a cup of tea. ✓
2. He wants a time to think.
3. Our village did not get a rain last year.
4. Madhu has asked me to wait for an hour.
5. I have a news to tell you.



Often, we make a mistake and think that **hair** is a countable noun.

In English, **hair** is uncountable.

I like my long hairs. (✗) I like my long hair. (✓)

We can say—

- ★ There is a strand of hair on your blouse.
- ★ Many strands of my mother's hair are white.

★ VOCABULARY

Read these phrases.

★ long walk

★ black button

★ beautiful jacket

Long, black and beautiful are describing words.

Complete these sentences with describing words from the box.
Look at the picture for clues.



- ★ yellow
- ★ dark
- ★ strange
- ★ red
- ★ long
- ★ thin

Himesh decided to sleep alone in his room one night. It was a ^{1.} **dark** room with no light. Himesh was frightened of the dark. He could not sleep. He heard a lot of ^{2.} _____ sounds. He saw something that looked like a white ghost. His ghost had ^{3.} _____ eyes and ^{4.} _____ teeth. He had ^{5.} _____, ^{6.} _____ hands. Himesh closed his eyes quickly! The next morning, Himesh's father told him that the 'ghost' was their neighbour's white cat.





PUNCTUATION

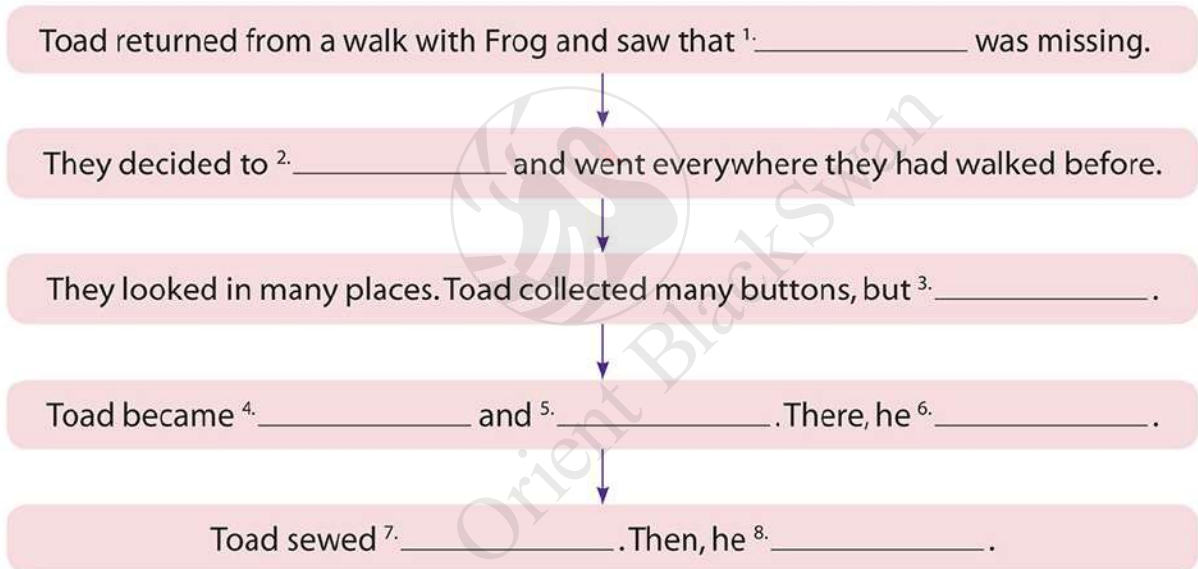
Place full stops or question marks at the end of these sentences.

I have a pet rabbit ¹__ Do you know his name ²__ His name is Spots ³__ Do you know why I named him Spots ⁴__ It's because he is white with some brown spots on him ⁵__ Do you know where he lives ⁶__ He lives in my garden ⁷__ He loves his home ⁸__



WRITING

Complete this flow-chart.



Now write these points in a paragraph in your notebook to form a summary of the story.



READING ALOUD

Read this story aloud.

How Birds Learned to Make Nests

This is a story from a long time ago. The magpie was the cleverest of all the birds. One day, all the other birds went to the magpie and asked her to teach them to make nests.

The magpie agreed. She made all the birds stand around her and began to show them how to do it.

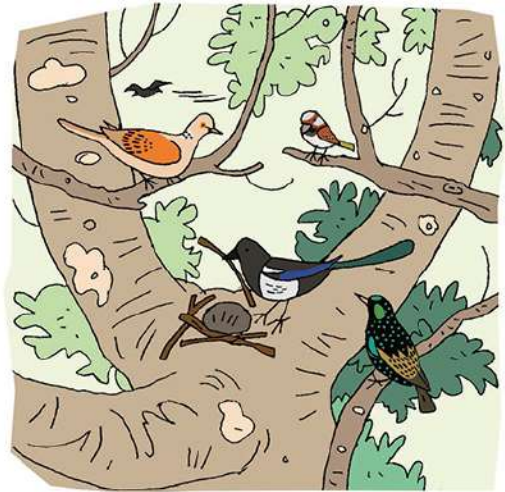
First, she took some mud and made a round cake with it.

“Oh, that’s how you do it,” said the thrush, and away she flew. So, you now know why thrushes build their nests just with mud. Then the magpie took some twigs and arranged them around in the mud.

“Now I know all about it!” said the blackbird, and off she flew. Blackbirds make their nests with twigs even today.

Then the magpie put some more mud over the twigs. After this, the magpie took some more twigs and stuck them round the outside.

“Oh, that’s easy!” said the sparrow, and off he went—so sparrows make rather funny-looking nests to this day.



Listen to the rest of the story How Birds Learned to Make Nests. Then, complete these sentences.

1. The _____ did not see the other birds fly away.
2. She made the nest comfortable with _____.
3. The turtle dove had not been _____.
4. The turtle dove wanted _____ twigs in the nest.
5. Birds build their _____ in _____ ways.



sewed (verb) to make or repair with a needle and thread: **Imran's mother** sewed a button onto his shirt. *similar word: stitched*

worry (verb) to feel troubled or anxious: **Maya's mother** is worried about her because she is very sick. *similar word: concern*

Mr Kumar's Shop



In Mr Kumar's shop you can get
Bundles of tape,
Bundles of rope,
Packets of pins
And cakes of soap.



Tins of jam
And bottles of ink
Jars of sweets
And lime juice to drink.

Books and pens,
Crayons and paints,
Cups and saucers,
Jugs and plates.



Marbles and whistles,
And coloured balls,
Frisbees and purses
And beautiful dolls.

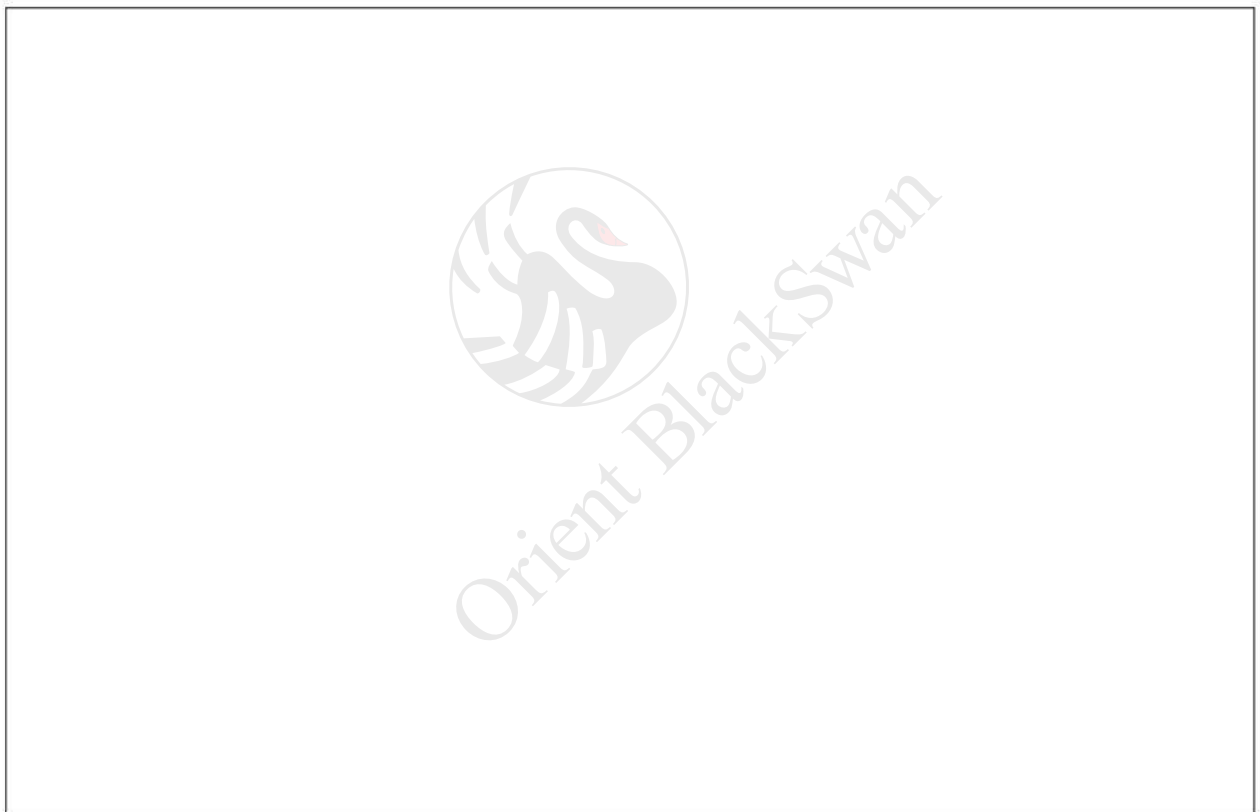
Plastic animals,
Wooden tops
And boxes and boxes
Of lollipops.



A. Organise the things that you can get at Mr Kumar's shop in this table.

Things to use in the house	Things to use at school	Food	Toys

B. Do you have a favourite shop that you like to go to? Draw a picture of it or write a short poem about it in the space given below.



C. Think and answer.

How does the speaker sound while talking about Mr Kumar's Shop? Happy? Sad? Surprised? Amazed? Give reasons for your answer.