

Unit 9

Sing a Song of People

Everybody seems to be in such a hurry
these days! I wonder why?

Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.

People on the side walk,
People on the bus;
People passing, passing,
In back and front of us.

People on the subway
Underneath the ground;
People riding taxis
Round and round and round.

People with their hats on,
Going in the doors;
People with umbrellas
When it rains and pours.



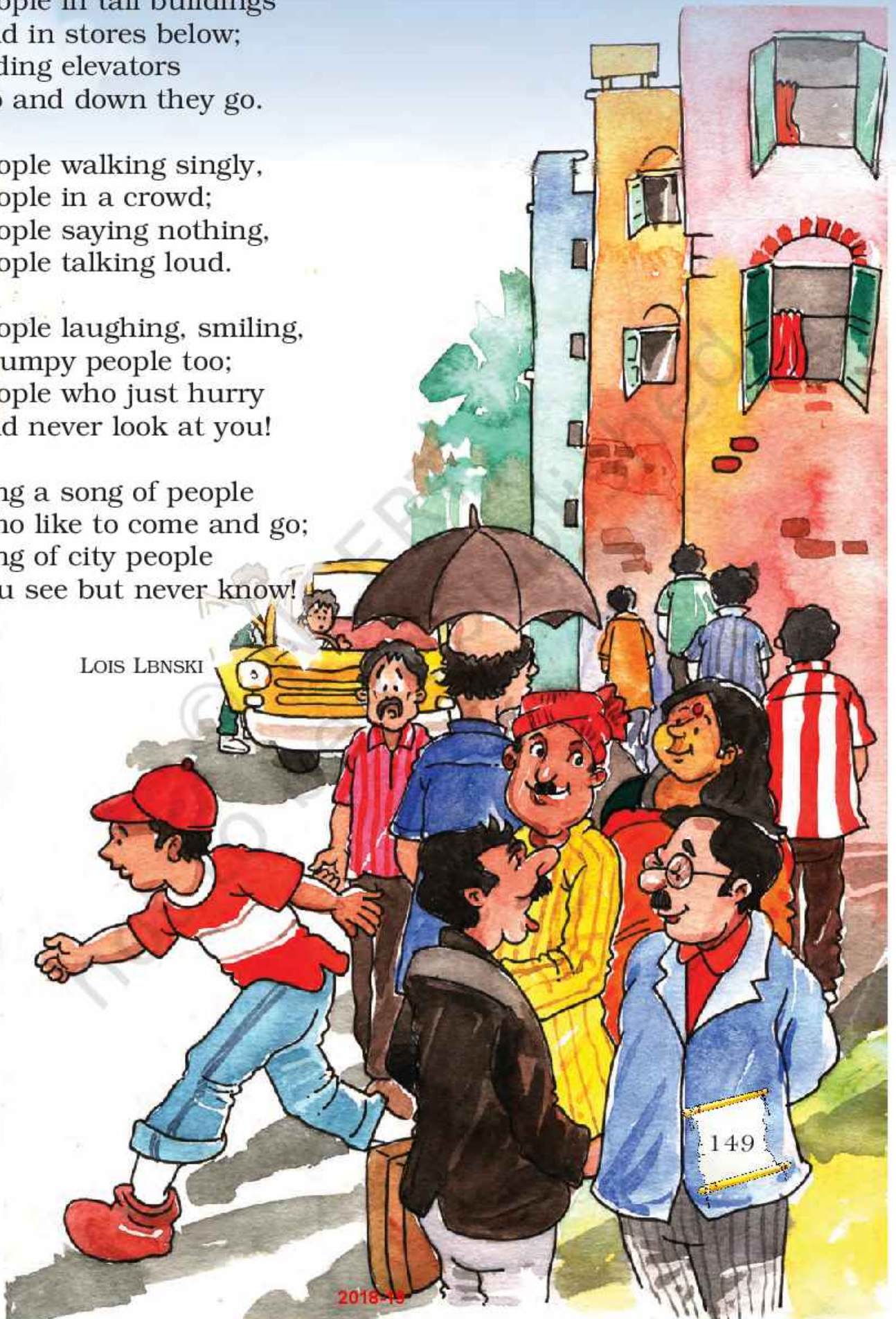
People in tall buildings
And in stores below;
Riding elevators
Up and down they go.

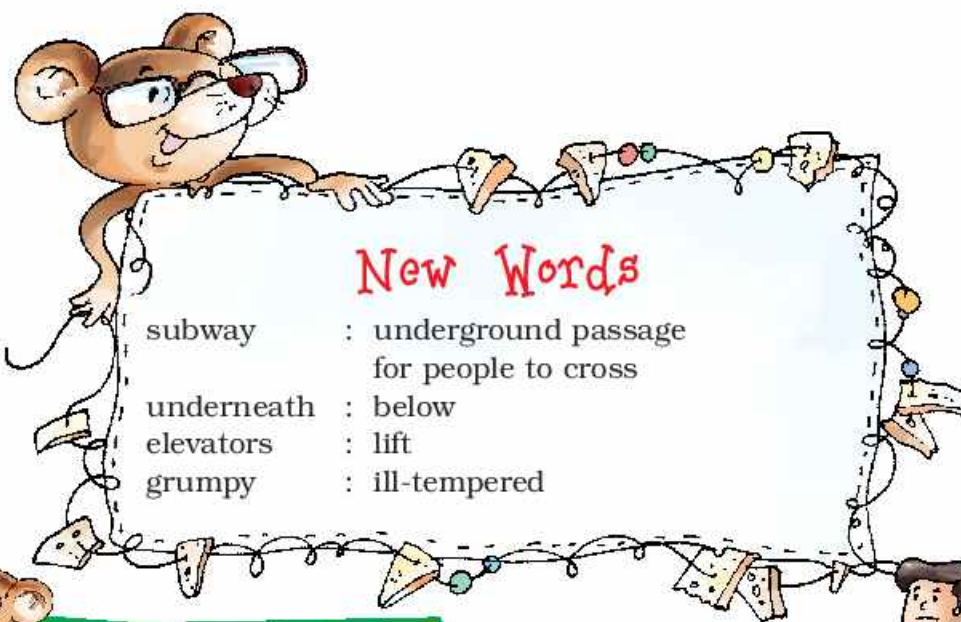
People walking singly,
People in a crowd;
People saying nothing,
People talking loud.

People laughing, smiling,
Grumpy people too;
People who just hurry
And never look at you!

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know!

LOIS LBNSKI





Reading is Fun

1. Which modes of transport do the people use to move around in the city?
2. What are the things that the people carry with them, while moving around?
3. Where all do you find these very busy people?
4. Where have you seen crowds of people?
5. Why do you think all these people are in a hurry?



Language Use

Let's write the opposites of the following words.

slow	_____	up	_____
back	_____	tall	_____
below	_____	crowd	_____
loud	_____	go	_____





Let's Listen

Read and listen to these two poems with your partner and find out what are the things that the village child and the city child like.

The Village Child

My home is a house
Near a wood
I'd live in a street
If I could!
I do wish someone
Lived near.
There's no one to play with
At all.
The trees are so high
And so tall:
And I should be lonely
For hours,
Were it not for the birds
And the flowers.



Let's Talk

The people who live in cities often wish they could live in quiet towns. Do you like the place you live in?

Tell your partner two things you like and don't like about the place you live in.

The City Child

I live in a city
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams.
I wish there were meadows
And lambs.
The houses all wait
In a row
There is smoke everywhere
That I go.
I don't like the noises
I hear
I wish there were woods
Very near.



Let's Write

1. Did you observe that in the poem, the last words in every second and fourth line rhyme with each other?

Can you write a four line poem?

2. Find out how many people are there in our country.

Do we have enough land for all people on this earth?

Is there enough food and water for all people?

3. Find out the following from ten families living in your neighbourhood.

Count the number of	F1*	F2	F3	F4	F5	F6	F7	F8	F9	F10	Total
children below 5 years of age											
children from 5-14 years											
grown up children from 15-20											
elders from 21-50 years											
old people who are above 50 years											
total number of people in the family											

*F = Family

(i) How many members are educated in each family?

(ii) From amongst the ten families, how many are educated?

Now talk to your partner and then write a report about your neighbourhood.



Marigold



Let's Interview

1. Interview your teacher and get her responses for the following questions.
 - (i) Why did you become a teacher?
 - (ii) How do you come to school everyday?
 - (iii) Do you have any pets?
 - (iv) What kinds of books do you like to read?
 - (v) What are your hobbies?



2. Now write a paragraph about your teacher with the information you have gathered.

My Teacher

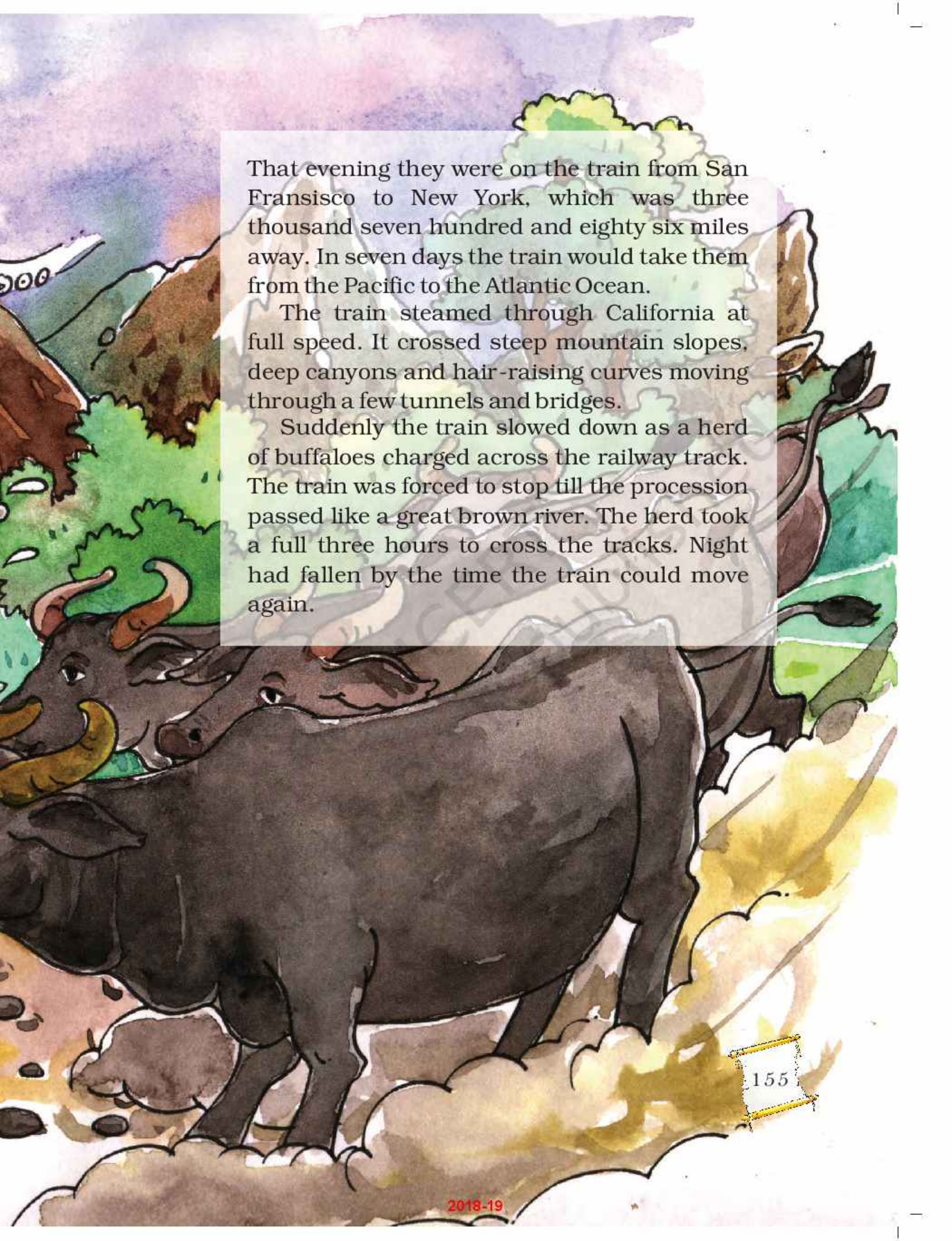
My teacher says she became a teacher because



Around the World

Which is the most interesting place you have visited?
How did you go there and return?
Have you travelled by different means of transport?
Is there a mode of transport that you would like
to use?

Mr Phileas Fogg lays a bet with some of his friends to go around the world in 80 days. This is the story of how he travelled with his companion, Passepartout.



That evening they were on the train from San Francisco to New York, which was three thousand seven hundred and eighty six miles away. In seven days the train would take them from the Pacific to the Atlantic Ocean.

The train steamed through California at full speed. It crossed steep mountain slopes, deep canyons and hair-raising curves moving through a few tunnels and bridges.

Suddenly the train slowed down as a herd of buffaloes charged across the railway track. The train was forced to stop till the procession passed like a great brown river. The herd took a full three hours to cross the tracks. Night had fallen by the time the train could move again.



The train headed for the steep mountains. This was the most difficult part of the journey with its winding roads. They passed the highest point of their journey, 7524 feet above sea level. In a few hours they would be out of the Rocky Mountains.

After the passengers had taken their breakfast the train gave a shrill whistle and braked with a jerk and came to a halt. Passepartout, a French passenger went to see what the matter was. There was nothing to be seen. The train had halted in the middle of nowhere. There was no station in sight.

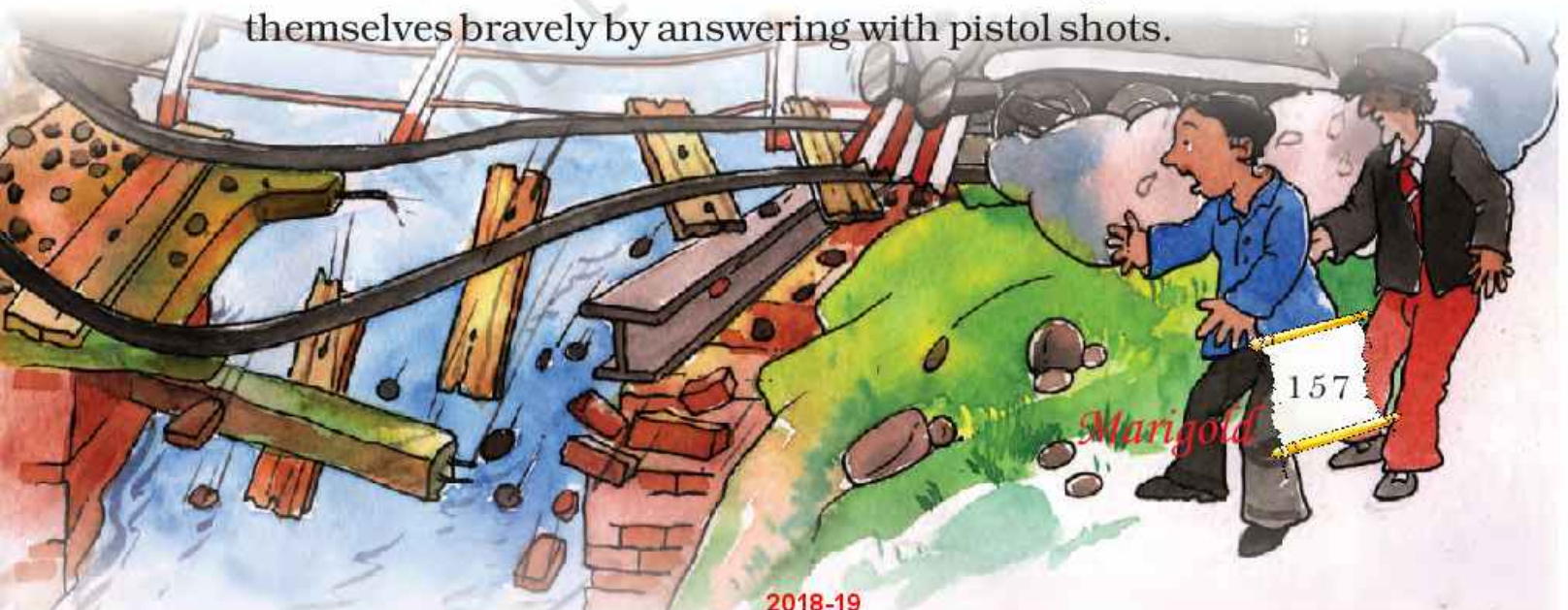
He heard the signalman say, "The train can't go on. The bridge near Medicine Bow won't support the weight." It was a suspension bridge and some of its cables were broken.

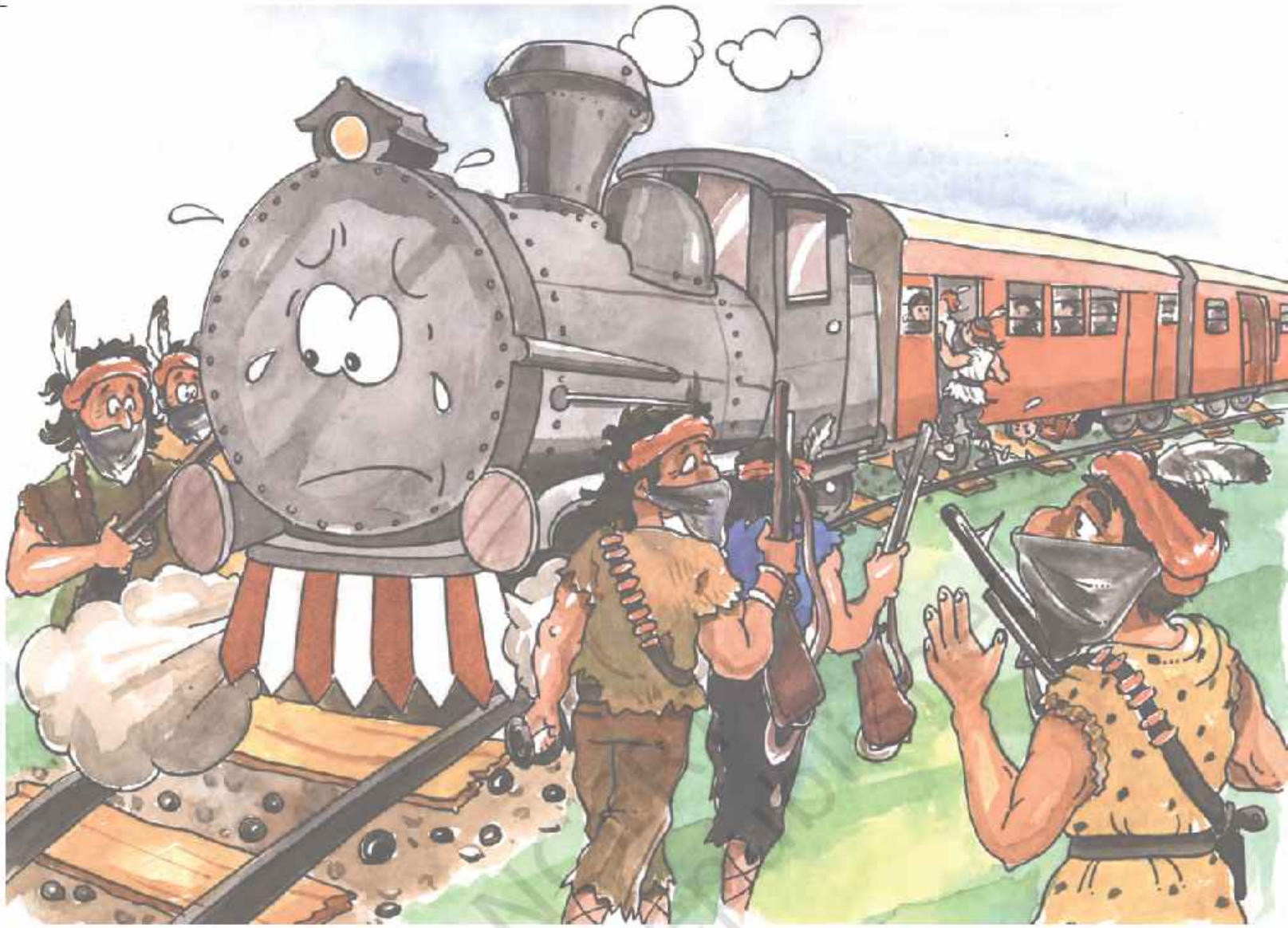
The driver of the train said, "Perhaps there is a chance of getting across the bridge by letting the train proceed at maximum speed."

"All aboard," said the conductor. The passengers got on the train and the driver reversed the train for nearly a mile. Then he gave another whistle. The train began to move forward so fast that it was frightening. The passengers had the feeling that the train was not resting on the tracks but was floating through air. As the engine shrieked and the train shuddered they were over the bridge in a flash!

As soon as they passed over the Medicine River, the bridge crashed down into the raging waters below. The train continued its course that evening without interruption.

As the train moved forward the next day, it was suddenly attacked by hundreds of Sioux Indians (a tribe of native Red Indians). Many of them appeared from all sides, jumped on to the moving train and pulled themselves up the steps. They were armed with rifles. Some of the travellers had revolvers. They defended themselves bravely by answering with pistol shots.





The conductor cried out, "The train must be stopped or we are lost!" "I will go," said Passepartout. He opened a door and unseen by the Red Indians he slipped under the racing train, and holding on to the chains he slowly reached the engine. Then he separated the engine from the coaches. They started to slow down.

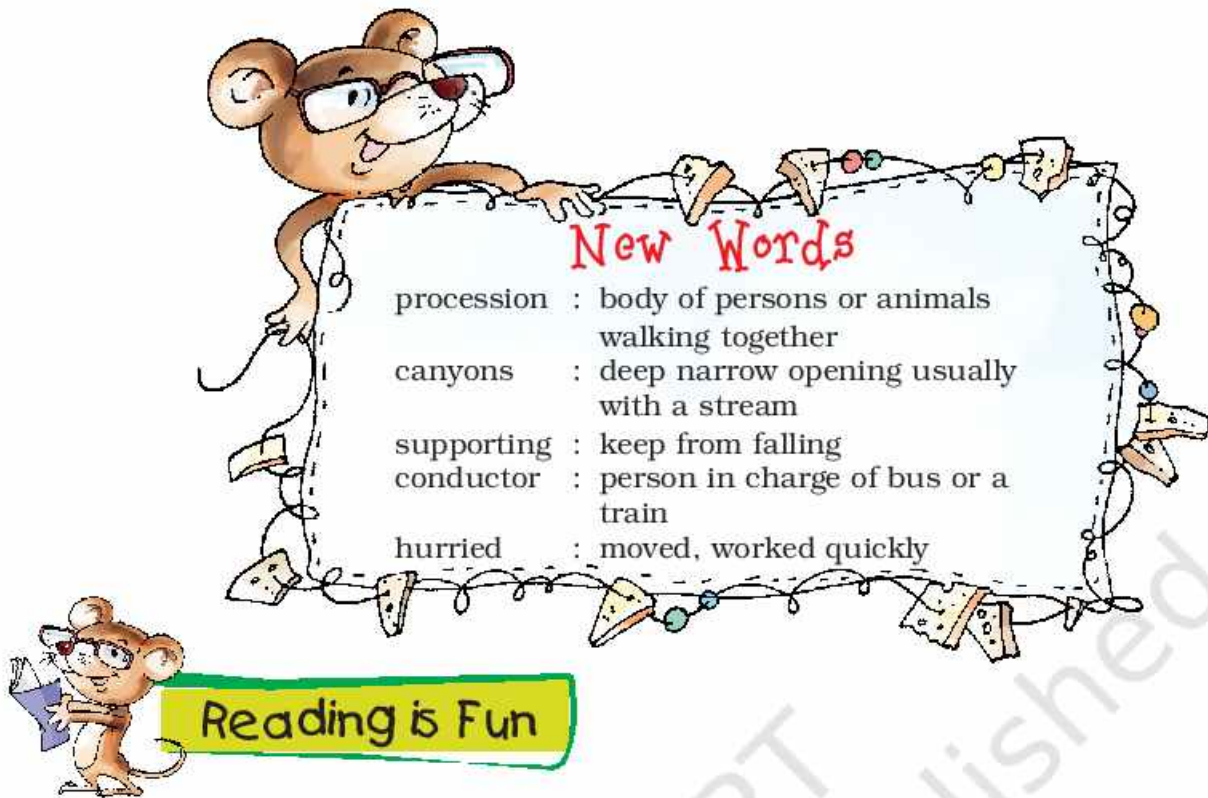
They had neared a station where soldiers, attracted by the sound of shots, hurried towards the train. The Red Indians on board saw them and quickly jumped off before the train stopped entirely.

JULES VERNE

(Adapted from *Around the World in Eighty days*)



Marigold



1. Which tribe of Red Indians attacked the travellers?
2. Which was the highest point of their journey?
3. Why did the train stop the first time?
4. How many days would it take for the train to reach New York?
5. Tick the correct answer.
 - (i) The first time the train stopped was because
 - (a) some robbers stopped the train.
 - (b) a herd of buffaloes was passing.
 - (c) the tracks were broken.
 - (ii) The bridge fell with a crash into the river
 - (a) after the train had passed through.
 - (b) the train was still on the bridge.
 - (c) before the train passed over the bridge.



6. Match the following words with their meanings.
You can take the help of a dictionary.

halted	people travelling in buses, trains etc.
passengers	stopped
defended	completely
shuddered	many times
several occasions	trembled or shook violently
interruption	break the continuity of
entirely	protected from attack



Word Building

1. Read the following sentences

- ▶ The train **steamed** forward at full speed.
- ▶ The train **headed** for the steep mountains.

Find five more such words from the lesson.

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2. From the text find three more describing words like the ones given below in the example.

Steep mountain slopes _____

Deep canyons _____

Hair raising curves. _____

3. Find the opposites of the following words from the text.

(i) Minimum speed _____

(ii) Moved forward _____



Marigold

- (iii) Disappeared _____
- (iv) Closed _____
- (v) Lowest _____

4. In the lesson you will find many words that describe sounds like whistling, roaring, braking, crashing, raging. Can you list the things these sounds are related to?

Sounds

Things associated

whistling

wind, policeman

roaring

braking

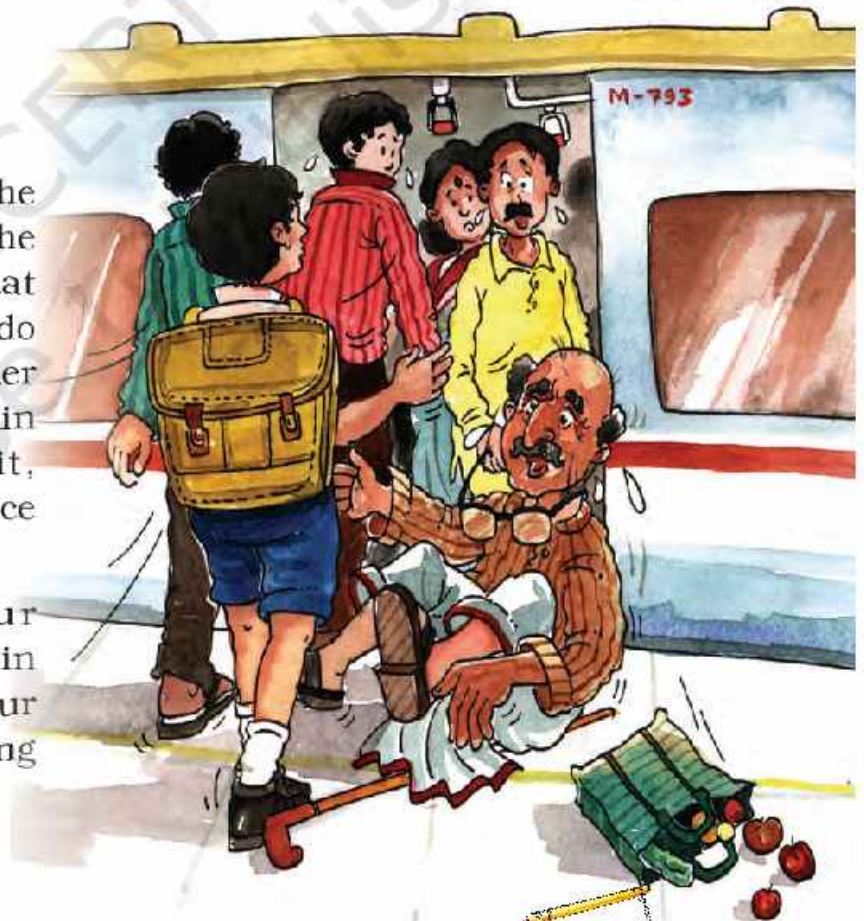
crashing

raging

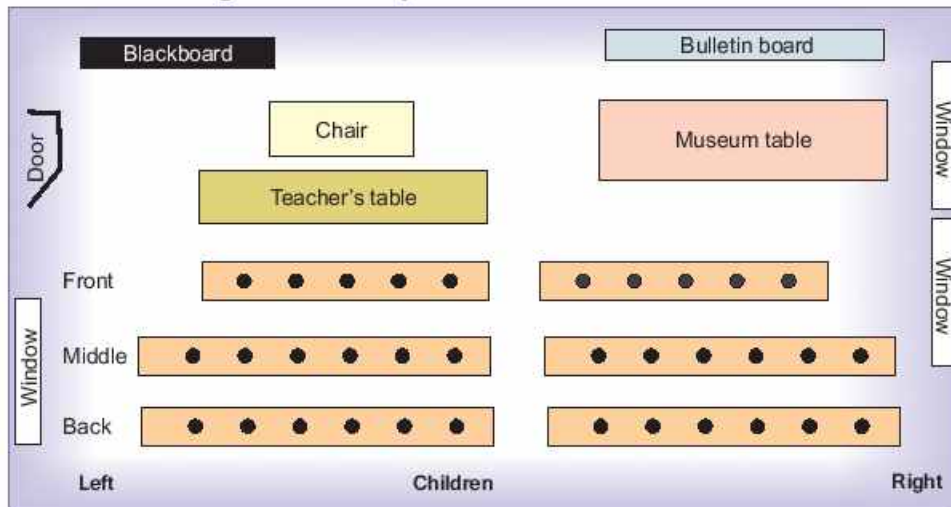


Let's Talk

1. See the picture of the people climbing on the train. We notice that most of the time we do not wait for the other people to get off the train before boarding it, causing inconvenience to others.
2. Discuss with your partner the manner in which you conduct yourself while interacting with others.

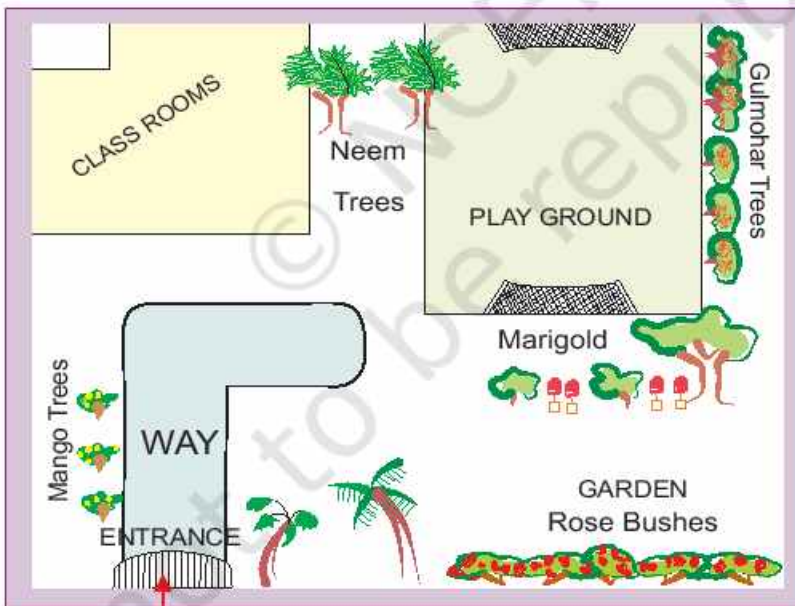


Reading a Map

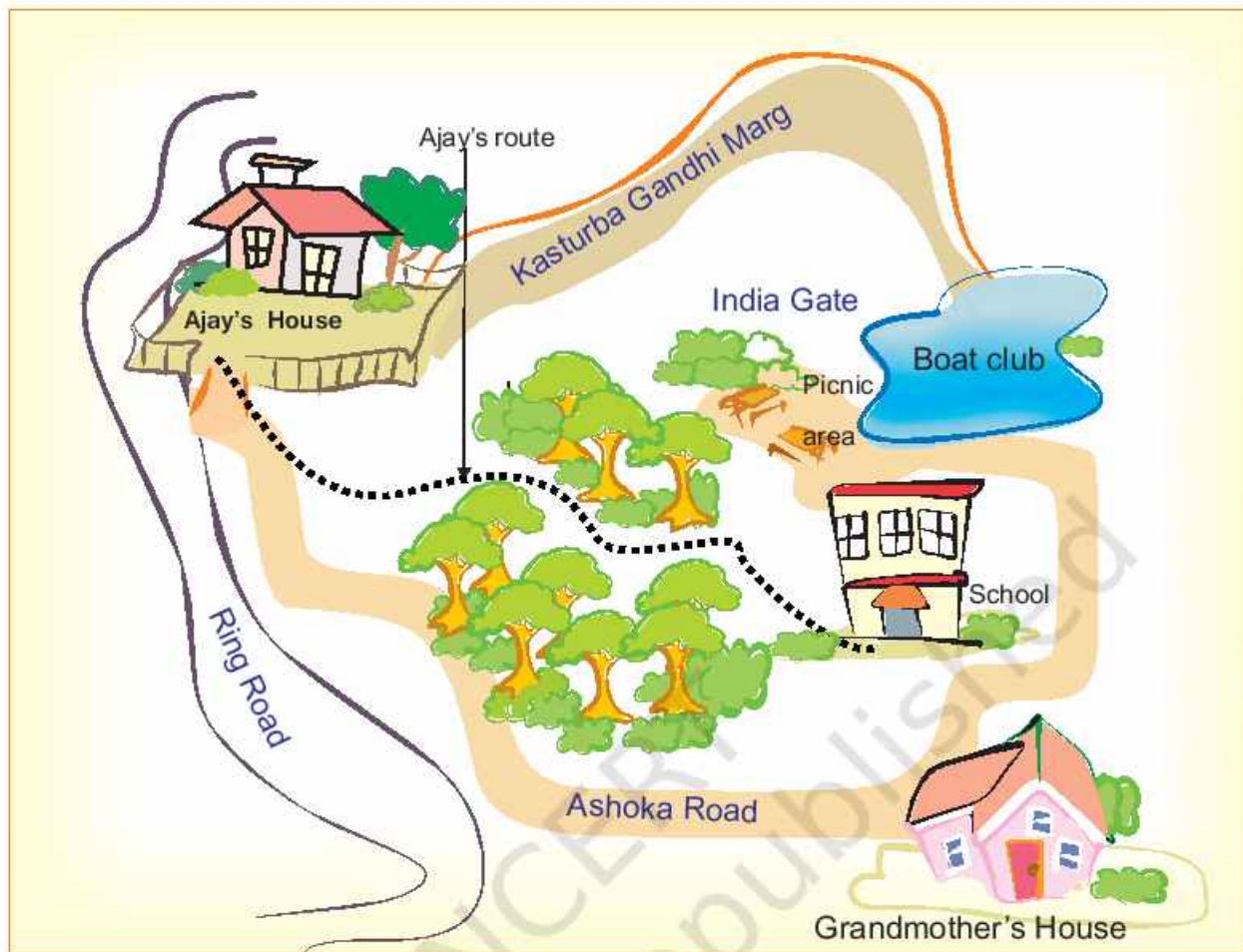


Look at the view of the classroom from above. Now answer the following. You can use words like front, back, left and right.

1. How many doors and windows are there in the classroom?
2. Where is the blackboard?
3. How many rows of desks are there in the middle and back rows?



1. There are _____ trees between the classroom and the playground.
2. The _____ trees line the passage from the entrance.
3. Many _____ trees are along the side of the playground.



Use the above map to answer the questions.

1. What does the dotted line on the map show?
2. What road would Ajay take to get to the boat club?
3. What building is next to the picnic area?
4. What road passes by Ajay's house?
5. What other way could Ajay use to get from his house to his grandmother's house?

Now write :

Use verbs like: go, turn, cross

Use prepositions like: across, between, in front of, beside, near, behind and write how you get home from school.



Let's Listen

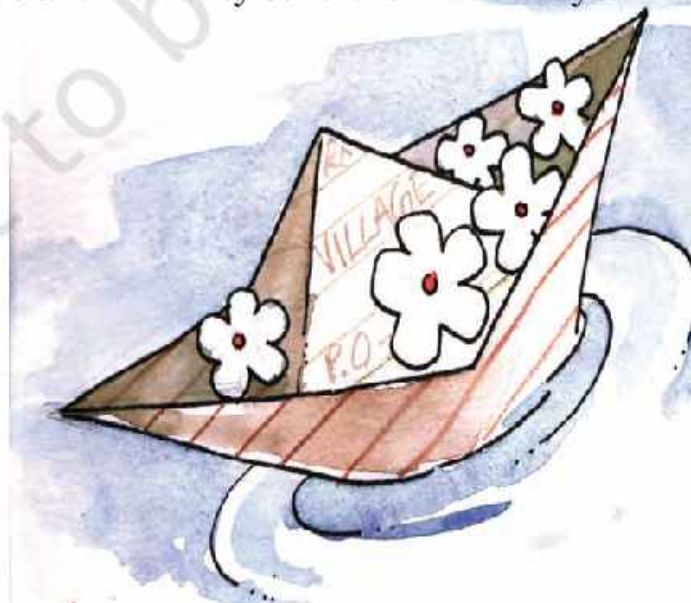
Do you like to float paper boats?
Listen to the poem given below.

Day by Day I Float My Paper Boats

Day by day I float my paper boats
one by one down the running stream.
In big black letters I write my name on them
and the name of the village where I live.
I hope that someone in some strange
land will find them and know who I am.
I load my little boats with shiuli flowers from our garden,
And hope that these blooms of the dawn will be carried safely
to land in the night.

RABINDRANATH TAGORE

- (i) Discuss with your partner how you would send a similar message to someone
- (ii) Also find out how people sent messages in olden days and how they send them nowadays.





Let's Write

1. See the picture Travel Time below. Answer the questions that follow.



- (i) Where did you go for an excursion/holiday?
- (ii) With whom did you go?
- (iii) What did you take with you?
- (iv) What was the first thing you saw when you reached your destination?
- (v) What did you like best about the place?
- (vi) How long did you stay there?
- (vii) What did you miss about home?

2. Make sentences using any two new words which you have learnt in the lesson.

- (i) _____
- (ii) _____

3. Which do you think would be more fun — travelling by aeroplane or sailing on a ship? Write why you think so.

4. Look at the following words. They are group names.

troop of soldiers

swarm of bees

team of players

litter of puppies

fleet of ships

library of books



Fill in the blanks choosing **group words** from **the box**.



- (i) The travellers rested under the _____ of trees.
- (ii) The _____ sang beautifully.
- (iii) The _____ of flowers was lying on the table.

clump
cluster
choir
bunch
flock
band

- (iv) The girl looked up at the _____ of stars.
- (v) The _____ of robbers escaped.
- (vi) The hunter shot at the _____ of birds



5. Some words describe actions. Many of them end in **-ly**.

The girl danced **beautifully**.

Fill in the blanks by changing the word in the brackets suitably.

- (i) The girl slept _____. [sound]
- (ii) The children finished their work _____. [quick]
- (iii) The old man shouted _____. [loud]
- (iv) The boys played _____. [quiet]



(v) Do your work _____. [neat]

(vi) I can do the sum _____. [easy]



Fun Time

1. Which country would you like to visit when you grow up?

Make a project by drawing or pasting.

(i) a map of that country, its national flag

(ii) stamps of the country, its currency

(iii) some famous monuments or landmarks

2. Do you know that there are seven wonders in the world?

Can you tell the name of the one which is in India?

Find out and write the names of all the seven wonders and the countries they are located in.

Wonders of the world

Countries

(i) The Taj Mahal

(ii) The Great Wall of China

(iii) _____

(iv) _____

(v) _____

(vi) _____

(vii) _____

Fun with Sounds

When an **e** is added to some words, the words change along with their sounds and meanings.

cap
cape

mat
mate

pin
pine

not
note

kit
kite

sit
site

fin
fine

hat
hate

cut

bit

quit

din



A Little Bit of Nonsense

There was an old Man with a beard
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

Poem: Sing a Song of People

Story: Around the World

THEMES

Travel
Regard for others
Adventure
Imagination
Familiarity with reading maps

READING TIME

This lesson is an extract from the original book, *Around the World in Eighty Days* by Jules Verne. The children could be asked to read the book and also read other books based on travel in India and abroad. They can be encouraged to read stories like *Treasure Island*, *Sinbad the Sailor* and share interesting facts about them in class.

CONVERSATION TIME

Why do people travel — to see a new place, for business etc. — the teacher should conduct a brainstorming session of ideas.

The teacher could discuss the various means of transport, both ancient and modern, and how travel is getting more and more luxurious nowadays.

What are the important things to keep in mind while travelling, what are the risks and hazards involved, how to read maps, signs, landmarks etc., are some of the topics that should be discussed.

WRITING TIME

Students could frame some questions of their own to interview the teacher by using the given questions as a guideline.

The paragraph on the children's favourite means of transport could also include their personal experience of travelling by it.

PROJECT WORK

The children could find out in detail about any one of the Seven Wonders of the World. The picture and the related paragraph could be displayed in the class.

