



**CLICK HERE TO ACTIVATE**

**LESSON**   
PART 2



# UNIT 5

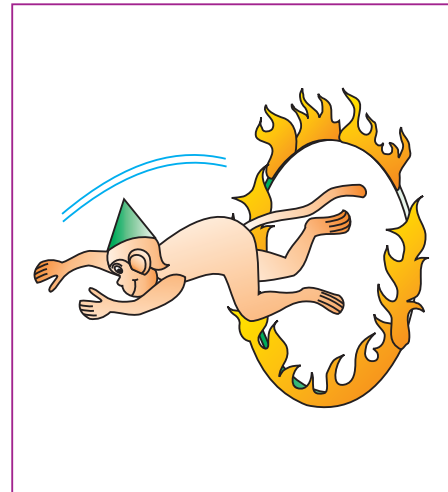
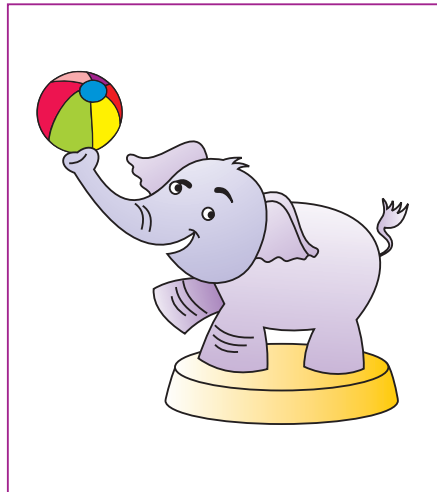


# The Circus Show

## Warm Up



Look at the pictures and write the names of animals performing different actions at a circus.



## Read and Enjoy



The sun had risen. Its rays fell on Sarat who was sleeping till seven o'clock that morning. He woke up rubbing his eyes, and jumped out of the bed quickly. Yipee! They were going to a circus that day. Soon he got ready and started waiting for the school bus.

**excited** : thrilled

**sped** : moved at great speed

“Hello, Sarat” cried the other **excited** children. They were singing and clapping their hands joyfully as the bus **sped** ahead.

“Well, children, be careful,” said the teachers as they counted the number of heads. “If anyone is lost, please do not cry, but reach the gate

and wait there. In any case, it is the best not to get lost, so stay together. The older children must take care of the younger ones.”

“Yes, Madam,” said the children together.

This was Sarat's first visit to a circus and he was very excited. He saw that all the animals were shut in different cages. That was all he could see before they entered a **huge** tent and sat down on the chairs. The chairs had been set up around a **huge ring**. The place was lit up with bright lights.

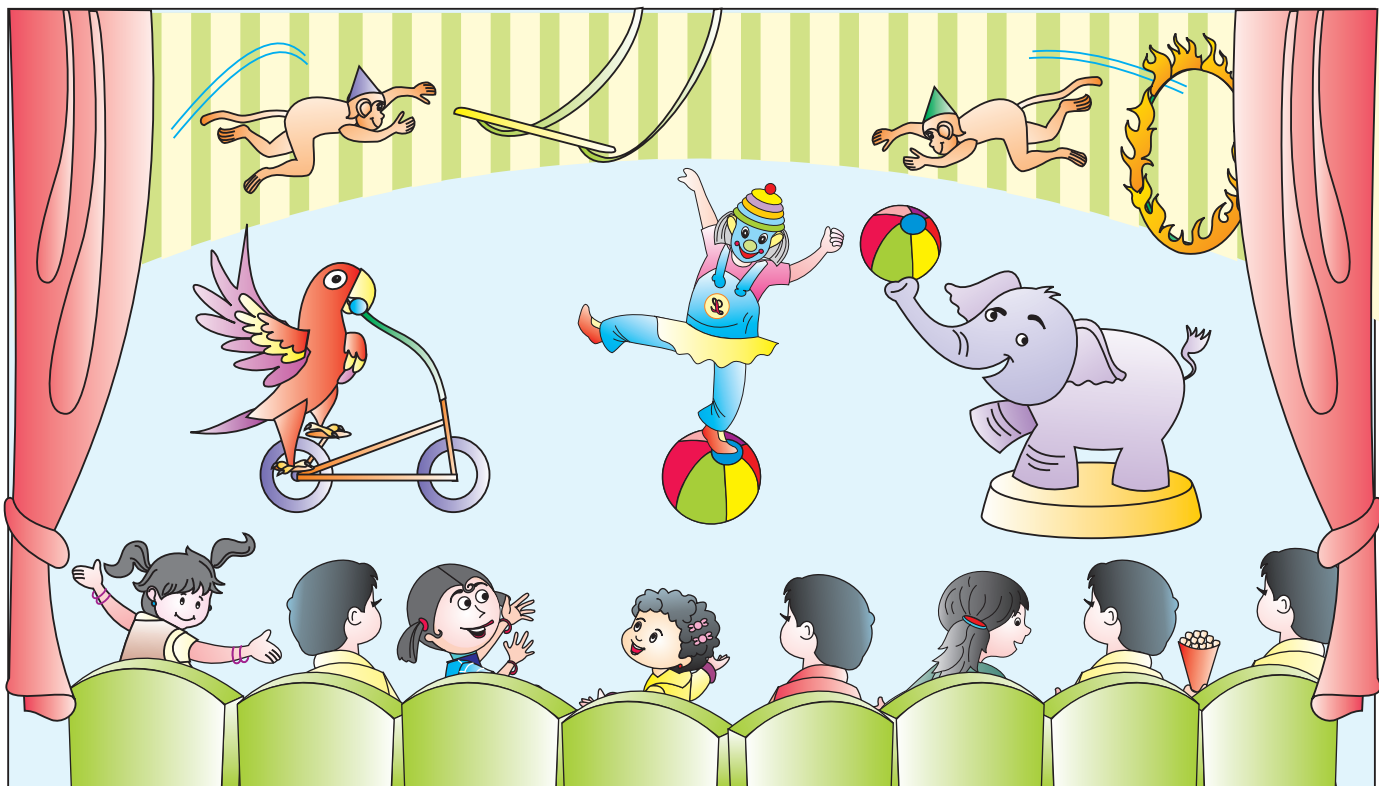
**huge** : very large

**ring** : an enclosed area

**clown** : joker

**whip** : a strip of leather attached to a handle, used to punish or beat animals

A **clown** was running around the ring and making people laugh with his funny tricks. The band was playing popular songs, and the ringmaster was cracking his **whip**. Two elephants came in, trumpeting loudly. One of them played with a ball, while the other one danced.

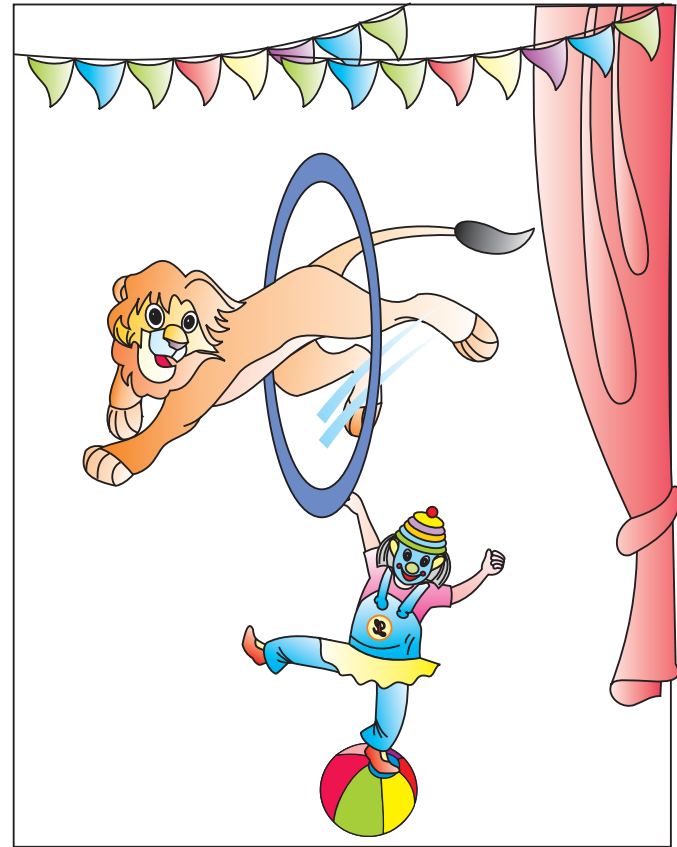




Next, a parrot was seen riding a cycle and in came a monkey, performing all kinds of tricks. When the monkey jumped through a fire ring, everybody clapped loudly.

The next to come in was an acrobat. The **acrobat** performed **somersaults** and other acrobatics.

Then the distant roar of the lions and tigers could be heard. The music stopped and everyone left the ring. The ringmaster cracked his whip while the lions walked into the big cage that had been set up. The ringmaster made them perform a few tricks. Then the two lions sat on their seats, while two tigers came in. They jumped through a large ring held by the ringmaster. Soon the animals were sent back into their cages. Music played on while a dog and a monkey were seen running around in circles very soon.



**acrobat** : a person who does difficult acts such as balancing on a high tight rope

**somersaults** : the movements in which somebody turns over completely with his feet over his head

All the performers came back and started waving and walking in a circle. This was the final goodbye. Sarat, his friends and all other people stood up, clapping loudly. They had enjoyed the show and were planning to come again.

But Sarat was sad to see the animals in their cages. "I am sure they want to be free like us," he thought as he sat in the bus to go back home.

## Read and Understand



### A. Tick (✓) the correct answer.

1. Where did Sarat go with his friends?

(a) School

(b) Circus

(c) Park

(d) Fair

2. If a child got lost in the circus ground, it was best to

(a) reach the gate and wait there

(b) run around and cry

(c) go home alone

(d) go to the circus manager

3. The teacher told the older children to

(a) fight with the younger children

(b) to take care of the younger children

(c) to shake hands with the animals

(d) to feed the animals

### B. Answer the following questions.

1. What was the clown doing?

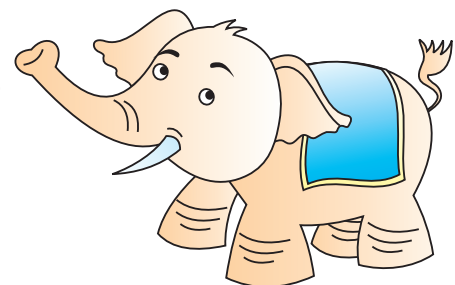
Ans. \_\_\_\_\_

2. How many elephants came into the ring?

Ans. \_\_\_\_\_

3. What was the parrot doing?

Ans. \_\_\_\_\_



4. Did Sarat enjoy the show at the circus ?

Ans. \_\_\_\_\_

5. Why was Sarat sad after the show was over ?

Ans. \_\_\_\_\_

## Fun with Grammar



### Action Words (Verbs in Past Tense)

Read the following sentences carefully.

1. The children **entered** a huge tent.
2. The clown **jumped** and **laughed** after the show.

The coloured words are **action words** (verbs). They tell us about actions that are already over. We usually add - 'd' or - 'ed' to the verb in the simple present to get action words in the past tense.

Examples :

Action words	Action words in the past tense
1. smile	1. smiled
2. play	2. played
3. reach	3. reached
4. live	4. lived



**A. Tick (✓) the action words in the past tense in the following sentences.**

1. The monkey (jump/jumped) through the ring.
2. The lions (roared/roar) in the cage.
3. The band (played/is playing) a good tune.

**B. Fill in the blanks by adding 'd' or 'ed' to the words given in brackets.**

1. Sarat \_\_\_\_\_ out of the bed quickly. (jump)
2. The children \_\_\_\_\_ with joy when they saw the clown. (shout)
3. All the performers \_\_\_\_\_ at the people who had come to watch the show. (wave)

**Use of 'a', 'an' and 'the'**

**Read the following sentences.**

1. I have **a** dog as pet. He has **a** bushy tail.
2. Kalpana saw **an** owl on the tree.



We use 'a' and 'an' for one countable person, place or thing. We use 'a' before words that begin with consonant sounds. We use 'an' before words that begin with vowel (a, e, i, o, u) sounds. We also use **an** before words that begin with a consonant but when they are pronounced, they sound as a vowel.

**Examples:** **a** toy, **an** eagle, **an** honest man (h is silent and it begins with a vowel sound)

**Read the following sentences.**

1. I have a new dress. **The** dress is beautiful.

We use 'the' when we already know the person, place or thing we are talking about.

We also use 'the' with earth, sky, moon, sun, etc.



**C. Read the following sentences and fill in the blanks with 'a', 'an' or 'the'.**

1. I saw \_\_\_\_\_ old man walking slowly.
2. She saw \_\_\_\_\_ eagle flying high.

## LET'S SPELL

Supply the missing letters in the words given below. Take help from the words given in the box.

ring clown master tricks whip gate

1. tri \_\_\_ s
2. w \_\_\_ ip
3. cl \_\_\_ n
4. g \_\_\_ t \_\_\_
5. r \_\_\_ n \_\_\_
6. m \_\_\_ t \_\_\_

## VOCABULARY

### Word Power

Join the words that match.

- |              |             |
|--------------|-------------|
| 1. naughty   | (a) fox     |
| 2. cunning   | (b) rainbow |
| 3. colourful | (c) bee     |
| 4. busy      | (d) monkey  |



## LET'S READ

Read the following passage :

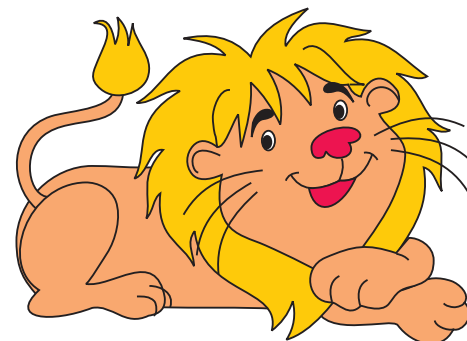
I am an old lion. Now I live in the small forest. Some years ago I lived in another big forest. I was the king there and all the animals listened to me. They were also afraid of me. One day a hunter caught me in a net. Though I tried a lot I could not run away. The hunter sold me to a fat man, who was the head of the circus. I was put in a cage. He gave me a little food, he hit me with the stick while teaching different tricks. After a few months, I could learn a few tricks. I was afraid of that man. He also showed me a gun sometimes. I was sad! One morning some



people came and said that they were police and they ordered the fat man to leave me in a forest. They would put him in a jail. So, I was left in this forest. I am free, I can move around in this place. It is my new home.

**Now answer these questions.**

1. Where did the lion live years ago?
2. Who caught the lion? How?
3. Where was the lion kept in the circus?
4. Why did the lion become weak?
5. Who saved the lion?



**LET'S PRACTISE**

Follow your teacher while he/she is saying and pronounce the words correctly.

|əʊ|

1. show

2. flow

3. row

4. blow

5. crow

|aʊ|

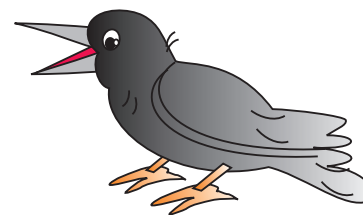
1. owl

2. now

3. how

4. brow

5. allow



**LET'S CONVERSE**

Read the following conversation and enact it out with your partner in the class.

**Dilip** : Akash, is this your pen?

**Akash** : No, it is not my pen. Dilip, is this your pencil box?

**Dilip** : No, it is not my pencil box. What about this story book? Is this your story book?

**Akash** : Yes, it is my story book. You can read it if you want.

**Dilip** : No, thanks. I will take it from you next week.

**Akash** : OK.

## RHYME TIME

Recite the following poem in groups.

### Love Even Animals

Good children never give  
Pain to things that feel and live;  
Allow the sweet robin to come  
For the crumbs you save at home,  
When his food you throw along  
He will please you with a song,  
Do not hurt the shy hare  
Peeping from her grassy layer,  
Allow her to come and play  
On the lawn at close of the day.  
Also let the lark sing his happy song  
Never do these creatures any wrong.



**Based on your reading of the poem, answer the following questions orally.**

1. How should we treat animals?
2. Write the opposites of (a) give (b) throw (c) come.

### WRITING SKILLS

**Write short answers to the following questions taking help of the text.**

1. Is it fun to watch a circus ?
2. Who makes everyone laugh at the circus ?

### HOME WORK

Should we be kind to animals ? Why ?

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### PROJECT WORK

**Request your father or mother to get you a story book with animal stories, preferably *Stories from the Panchatantra*.**

Read one story from that book with the help of your parents. Copy any ten sentences from that story in your Project Book and underline 'a', 'an' and 'the' used in that story. Also circle the nouns before which 'a', 'an' and 'the' have been used.

### VALUE CORNER / LIFE SKILLS

Love all creatures and treat them as your friends.

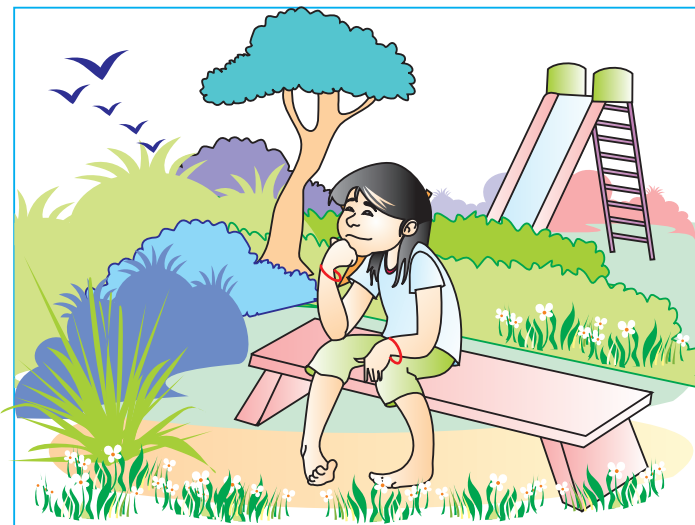
# Life Skills - 1



**A. You have gone to the park to play with your friends. Suddenly, you find that your friends have gone home and you are left alone in the park.**

**What will you do ?**

**Tick (✓) the correct options.**



1. You will start crying.
2. You will start shouting for your friends.
3. You will run around looking for your friends.
4. You will start calling your mother.
5. You will look around and if you find no one, you go out of the park. Then you go home, quietly.

**B. All the children should remember their addresses and phone numbers. They should also remember a friend's phone number. Now write your address, parents' phone numbers and a friend's phone number in the space given below.**

My Address \_\_\_\_\_

\_\_\_\_\_ Ph. no. \_\_\_\_\_

Father's name \_\_\_\_\_

Ph. no. \_\_\_\_\_ Mob. no. \_\_\_\_\_

Name of a friend \_\_\_\_\_ Ph. no. \_\_\_\_\_