

RAMA TO THE RESCUE

Let us do these activities before we read.

1. Identify the following people.

How do they help us when we are in trouble?



2. Choose the correct option to complete the sentence.

The word 'rescue' means to _____.

- (a) make fun of someone
- (b) save someone
- (c) ask someone for help

3. Work in pairs.

Put a tick mark at the end of the phrases describing those who need to be rescued. Share your answers with your teacher and classmates.

- (a) A man stuck in a building on fire.
- (b) A woman buying vegetables in the market.
- (c) A dog who has hurt its leg.
- (d) A tree being cut down in a forest.

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4. The policeman in the story you are about to read is called the *kotwal*. Some people call him *thaanedar*. What do you call a policeman in your language? Share it with your classmates and teacher.
5. Imagine you are alone at home and you face a problem. Answer the following questions and share your answers with your teacher and classmates.
 - (a) Will you solve the problem yourself or wait for someone to help you?
 - (b) How will you deal with the problem? Give a reason.
 - (i) Be worried about the problem and give up.
 - (ii) Feel angry that only you have the problem.
 - (iii) Think quickly about ways to solve the problem.



Let us read



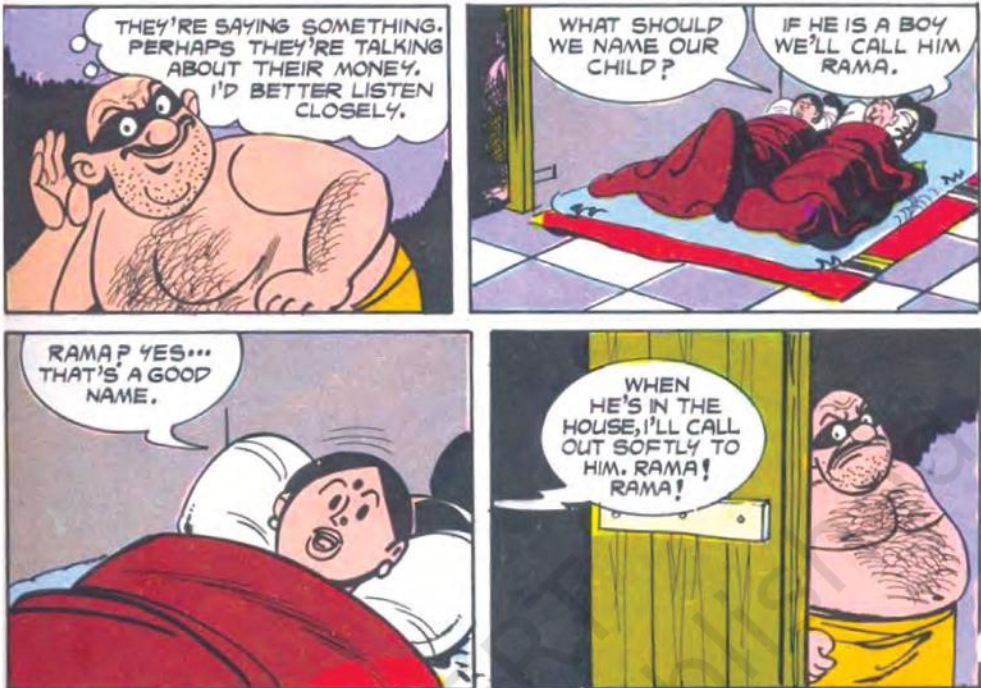


Let us discuss

Circle the odd one—

1. The characters are: husband, wife, children
2. Who entered the house?: guest, robber, Kotwal

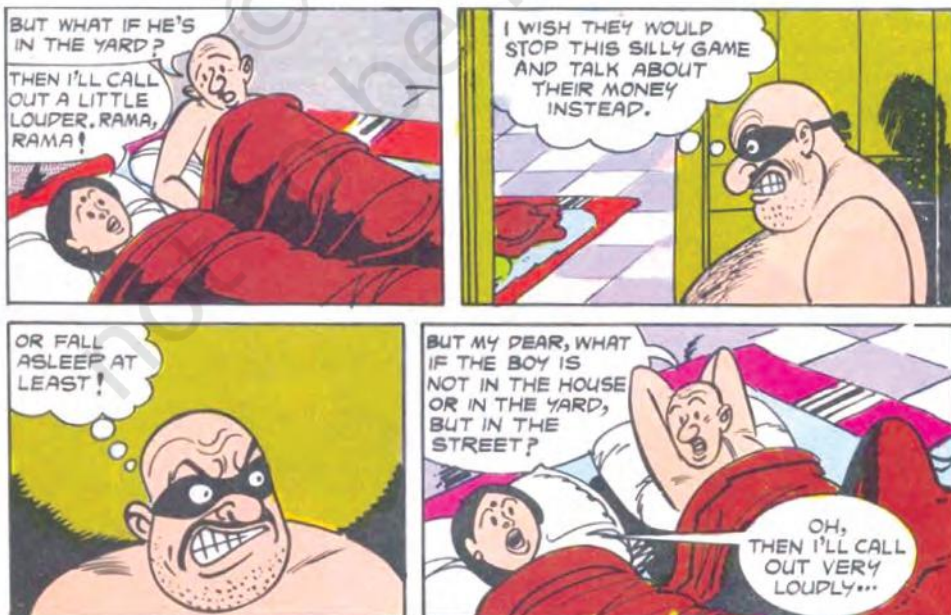




Let us discuss

Write whether True or False.

1. The man tells his plan to his wife.
2. The thief wants to know where they kept their jewels.

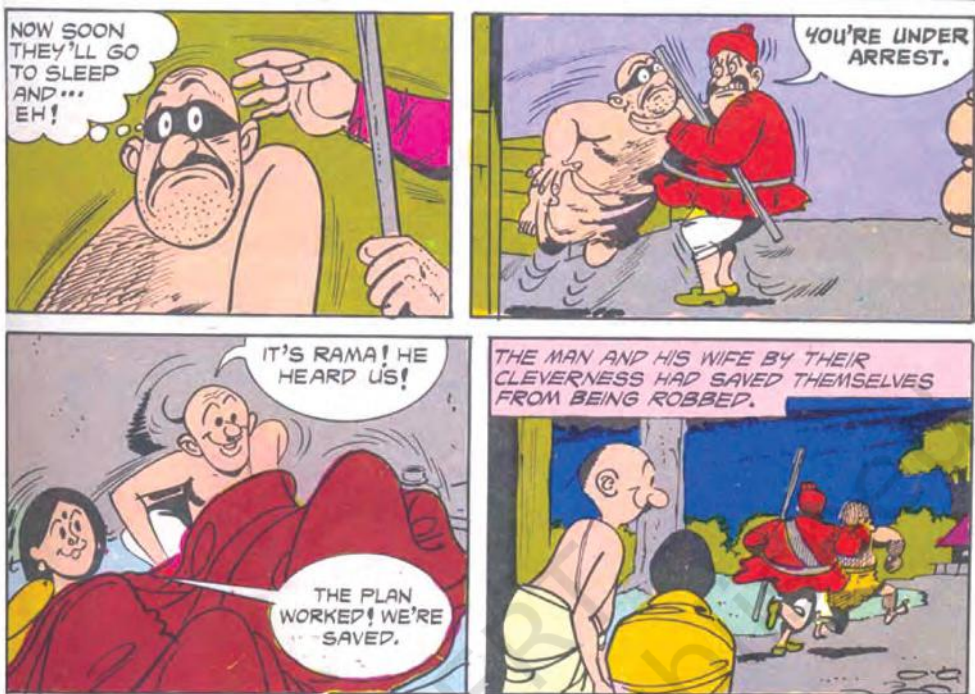




Let us discuss

1. Along with your classmates, call out the name 'Rama'— softly, loudly and very loudly.
2. What do you think will happen next in the story?





FROM AMAR CHITRA KATHA

Let us discuss

1. Work in pairs to match the words in Column A with the meanings in Column B. Check your answers by sharing them with your teacher and classmates.

Column A	Column B
1. wonder	(a) in place of someone or something
2. yard	(b) carefully
3. chatter	(c) an area outside a building
4. instead	(d) talk for a long time about unimportant things
5. closely	(e) maybe
6. perhaps	(f) a feeling of surprise

2. Fill in the boxes with suitable words as you read the story.

RAMA TO THE RESCUE		
Main Characters	Setting	Other Characters
Problem		Solution



Let us think and reflect

1. Read the following lines and then answer the questions that follow.

(a) *Man: What's the matter? What are you looking at?*

Wife: Ssssh! Listen!

Man: Somebody is trying to get in.

Wife: I ... I think he has got in ... the noise has stopped.

(i) What makes the man say the first line?

(ii) Choose the correct option.

The wife says 'Ssssh! Listen!'. What does the word 'Ssssh' mean here?

- a. sleep b. help c. rest d. be silent

(iii) How can you tell that the wife was listening carefully?

- (b) *Rama, the village kotwal, ran to the house from which he heard his name being called.*

Rama: Oh, Oh! Some thief has dug his way into this house.

- (i) Fill in the blank with the correct word from the given lines.

The villagers caught the thief and took him to the _____.

- (ii) Choose the correct option.

What do the words “Oh, Oh!” show here?

- a. surprise b. anger c. pain d. happiness

- (iii) How can you tell that the *kotwal* was good at his job?

2. Give one reason why the man and his wife were not able to fall asleep.
3. What did the thief wish would happen? Did it happen?
4. How did the man and his wife get help from the *kotwal*?
5. Do you think cleverness can help us solve our problems? Why do you say so?



Let us learn

1. Study the highlighted words in the following lines.

- **I'm** feeling so sleepy...
- **It's** a thief.
- **They're** awake.

The highlighted words given in the above sentences have one letter missing in each. What are they? Share them with your teacher and classmates.

Now, write the full words with the missing letter.

- (a) _____ feeling so sleepy...
- (b) _____ a thief.
- (c) _____ awake.

The missing letters are marked by an apostrophe (').



2. Expand the following words. Two examples have been done for you. Use the contracted form of these words in sentences of your own.

S. No.	Contracted Words	Expanded Form	Sentences
(a)	what's	what is	
(b)	I'll		
(c)	I'd		
(d)	we'll		
(e)	that's		
(f)	we're		
(g)	don't		
(h)	you'll		
(i)	must've	must have	

3. Study the highlighted words and the words in the brackets in the following sentences from the story.

- (a) I **am feeling** so sleepy. [am + feel + ing]
 (b) What **are** you **looking** at? [are + look + ing]
 (c) Somebody **is trying** to get in. [is + try + ing]
 (d) They **are saying** something. [are + say + ing]
 (e) Perhaps, they **are talking** about their money. [are + talk + ing]

Now, choose the correct option.

The sentences (a)-(e) refer to actions that _____.

[are going on at the time of speaking/happened in the past/will take place in the future]



Verbs that describe what someone or something is doing at the moment of speaking are in the **present progressive** tense.

4. Fill in the blanks to complete the following sentences.

- (a) I _____ in Grade 6. [am + study + ing]
- (b) My friend _____ a story book. [is + read + ing]
- (c) We _____ a board game. [are + play + ing]
- (d) I _____ a new language. [am + learn + ing]
- (e) The teachers _____ in the staff room. [are + sit + ing]
- (f) My mother _____ food in the kitchen. [is + cook + ing]

5. Study the following picture and fill in the blanks with the present progressive form of verbs.



- (a) Govind and Anu _____ football.
- (b) Pema _____ flowers.
- (c) Anil _____ the score card.
- (d) The mother _____ a book.
- (e) The dog _____ to catch the ball.
- (f) The birds _____ in the sky.

6. Study the following sentences from the story and complete the table. One example has been done for you.

- (a) I'd better listen **closely**.
- (b) When he's in the house, I'll call out **softly** to him.
- (c) Then I'll call out very **loudly**...

S. No.	Sentence	Question	Word
1.	I'd better listen closely.	How does he listen?	a. closely
2.	When he's in the house, I'll call out softly to him.	How does she call out?	b.
3.	Then I'll call out very loudly.	How does she call out?	c.

Words that give more information about the verb, such as how, when, where, etc. are called **adverbs**.

7. Fill in the blanks with suitable adverbs from the box given below. There are two extra words that you do not need.

warmly gracefully smoothly beautifully
 funnily quickly hurriedly



- (a) He solved the mathematics problem _____.
- (b) The car moved _____ along the highway.
- (c) The musician played the guitar _____.
- (d) Shobha danced _____.
- (e) Rohit left the house _____.
8. Fill in the blanks with suitable adverbs from the box given below. There are two extra words that you do not need.

honestly	brightly	peacefully	sweetly
angrily	slowly	tirelessly	

- Once upon a time in a small forest, animals lived (i) _____. The wise old tortoise moved (ii) _____ but always won the race against the proud rabbit. The ants worked (iii) _____, gathering food for the winter. The kind-hearted lion ruled the jungle (iv) _____, giving everyone a chance to speak. The birds sang (v) _____, making everyone in the forest happy.
9. Study the following sentences from the story and choose the correct option.
- (i) Oh, hum! What a hard day it has been!
- (ii) Ah, at last, they've stopped their chatter!
- (iii) What should we do?
- (iv) What should we name our child?
- a. Sentence (i) expresses a feeling of _____. (tiredness/joy)
- b. Sentence (ii) expresses a feeling of _____. (wonder/relief)
- c. Sentences (iii) and (iv) ask _____. (answers /questions)



10. Punctuate the following sentences and write whether they are exclamatory or interrogative sentences.

- (a) Wow, what an intelligent man he is
- (b) Oh how big the hole is
- (c) Do you like to read comic books
- (d) What is your favourite story

Sentences that express a strong feeling are called **exclamatory sentences**. They are marked by an exclamation mark (!).

Sentences that ask questions are called **interrogative sentences**. They are marked by a question mark (?).



Let us listen

You will listen to a security guard making an announcement to the people in the neighbourhood. As you listen, fill in the blanks with only one word that you hear. (refer to page 38 for transcript)

The security guard announced that (i) _____ has been happening in that area. He advised everyone to stay safe and the kids to tell the (ii) _____ as soon as they find anything different. They should not forget that (iii) _____ is the main thing. He asked them to call (iv) _____ when they need immediate help.



Let us speak

1. Listen to your teacher pronounce the contractions and repeat after your teacher.

I'll	it's	don't	I'm	I'd	he's
that's	we'll	they're	you're	we're	what's

We use contracted form of the verbs while speaking and expanded form of the verbs while writing.



Now, speak these contractions clearly along with your teacher and classmates.

can't won't I've wouldn't shouldn't didn't

2. Discuss in pairs:

(a) Why do you think it's important for people to keep their house and themselves safe? Tick the suitable reasons.

- | | |
|---|--------------------------|
| (i) To be safe from injury | <input type="checkbox"/> |
| (ii) To keep family members and pets safe | <input type="checkbox"/> |
| (iii) To stop accidents from happening | <input type="checkbox"/> |
| (iv) To make sure they visit the doctor regularly | <input type="checkbox"/> |
| (v) To stop robbery | <input type="checkbox"/> |
| (vi) To pay the electricity bill | <input type="checkbox"/> |
| (vii) To save money | <input type="checkbox"/> |

(b) Now, use the given hints to share your reasons in complete sentences with your teacher and classmates.

- I think it's important because ... /
- I feel it's necessary as ... /
- The reason we need to look at safety is ...

(c) Use the given hints to share three ideas on how people can keep their houses and themselves safe. Share with your classmates and teachers.

- I think they should ... /
- I suppose they could ... /
- They must ... /
- They should ... /
- How about ... /
- It might be better to ...





Let us write

The next day, the neighbour asked the man in the story about what had happened. As the man, tell the neighbour what had happened in your own words. Remember to include the following:

when

where

what

how

why

You may begin this way:

My wife and I were about to go to sleep last night when we heard someone ...



Let us explore

1. Find out from your teacher or parents what you would do in the following situations.

Who will you call if ...

- you see fire
- you see someone getting hurt
- you see a wounded animal
- you see someone suspicious
- you find a lost child
- you get lost



2. Find the right path for the *kotwal* to catch the thief.

