

# Preface

*Prime English* is a series of books designed to cater to the need for learning English as a language of communication and academic needs. It is a comprehensive course for developing the language skills in learners of English.

The books in this series adopt a combination of multiple approaches such as structural, functional, skill-based and whole language approach to teach English. The teaching methodologies are carefully chosen keeping in mind the requirement of the learners in Indian schools.

Each chapter in these books is structured thematically around the four main language skills, Listening, Speaking, Reading and Writing, and knowledge sections such as vocabulary, grammar and phonics. All the sections are integrated and the learner is led from one to the other seamlessly.

The **Reading Junction** is an ensemble of various text types such as stories, plays, poems and infographics. The carefully chosen texts introduce the learner to good literature and draw their attention to the use of language. The questions at the end of each reading text test the factual, inferential and extrapolative comprehension of the learner in a graded manner.

The **Listening and Speaking Junction** includes functional and creative tasks that help the learner develop their listening and speaking skills. Adequate help is provided to help the learner do the activities. The listening texts are given at the end of each book. The teacher can read those out and let the learner do the prescribed tasks. This will help the teacher carry out the listening activities without depending on the teacher manual or any other electronic aids.

The **Writing Junction** includes functional and creative writing exercises that help the learner develop their writing skills while keeping them engaged. The exercises in this section integrate other teaching points of the chapter so that the learner can apply all their learning in the final writing exercise.

The **Grammar Junction** teaches grammar rules in context and help the learner understand the structure of the English language. The grammar teaching in each book as well as in the series is built upon a well-thought-out and graded grammar syllabus. It will help the learner acquire grammar in a systematic way.

The **Vocabulary Junction** helps the learner acquire new words and their usages and build their vocabulary. The teaching of vocabulary is also graded and follows a well-designed syllabus.

The **Phonics Junction** familiarises the learner with the sounds of the letters and letter clusters. It also helps the learner acquire a good understanding of the sounds and sound patterns of the language.

This series is further supported by:

- a Teacher Manual that offers pedagogical support in the form of activities, classroom strategies, listening inputs, answer keys and question bank
- digital content that integrates the lessons via TeachNext, Next Education's award-winning digital learning solution
- NextCurriculum App that helps the user access the books, the teacher manual and all other digital content on a mobile device. The user can also access the digital content by scanning the QR code given in each chapter and learn at their convenience anywhere, anytime.

# Key features

## Various text types

- Stories
- Poems
- Plays
- Infographics
- Graphic texts

## Meaningful and enjoyable learning

- Real-life contexts
- Puzzles
- Colourful artwork
- Model answers

## Integrated supplementary activities

- Multiple Intelligences-based projects
- Life Skills-based activities

## Well-organised instructional design

- Language in context
- Graded exercises

# Icons used in the series



**Colouring**



**HOTS**



**Discussion**



**Adult help**



**Remember**



**DIY**



**Listening**



**Teacher Tip**



**Note**



**Recap**



**Projects**



**Speaking**

The Prime English series is an attempt at helping the student community become successful language learners and better thinkers who will effectively use English for both communicative and academic purposes.

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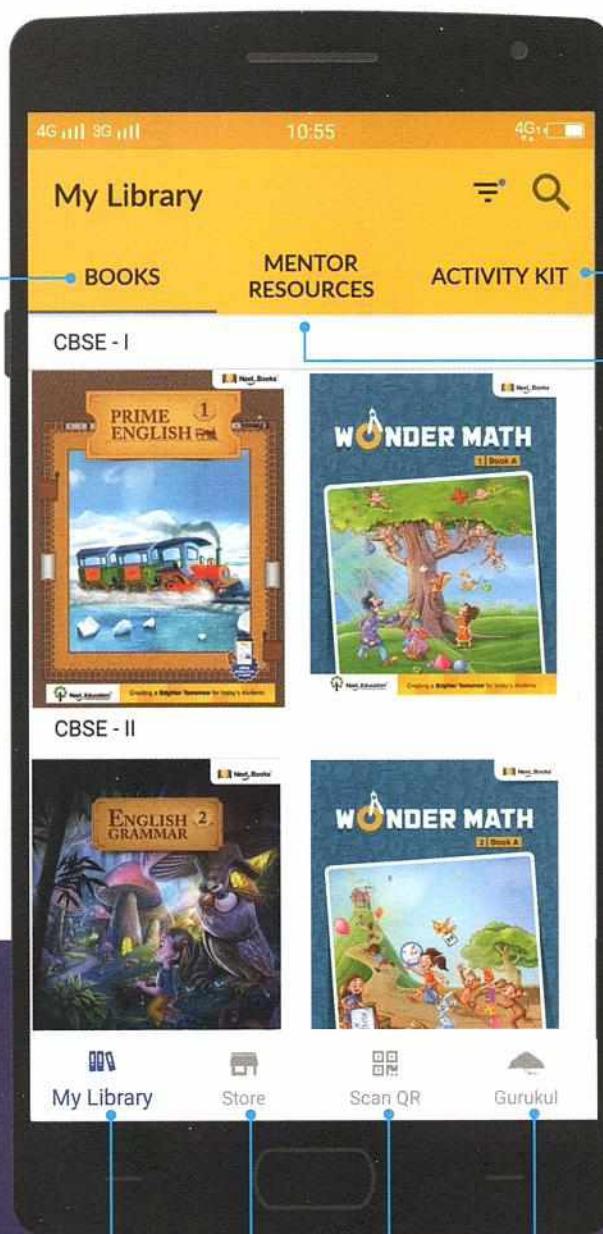


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Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Fun and Adventure	Raghу's Adventures	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for comprehension</li> <li>Role playing</li> </ul>	Prefixes <i>non</i> -, <i>over</i> -, <i>under</i> - and suffixes <i>-mess</i> , <i>-ship</i> , <i>-less</i>	/aɪ/	Prepositions – <i>for</i> , <i>since</i>	Writing an informal letter
	Wander-Thirst	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening to travelogues for specific information</li> <li>Talking about travel plans</li> </ul>	Simile and metaphor	/ɔ:/	Definite article – <i>the</i>	Writing a postcard
	Raju's Hero	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening to a passage for specific information</li> <li>Enacting conversations using modals</li> </ul>	Collocations with verbs <i>do</i> , <i>take</i> , <i>make</i> , <i>have</i>	Silent letters – <i>h</i> , <i>l</i> , <i>k</i> , <i>w</i> , <i>s</i>	Phrases and clauses	Writing a short passage using a concept map
	Hobbies and Interests	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Speaking about pet's activities</li> </ul>	Interjections	Misspelt words	Yes/No questions using common helping verbs	
	A Collar Would Do	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Speaking about pet's activities</li> </ul>	Synonyms and antonyms	/aʊ/ and /əʊ/	The future – <i>will</i> , <i>going to</i> , <i>about to</i> , <i>may</i> and <i>might</i>	Creating a fact file
	To the Amazon	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Presenting an expedition plan</li> </ul>				
Nature and Places	The Coming of Spring	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for details</li> <li>Sharing an anecdote</li> </ul>	Personification	/u/ and /ʊ:/	Infinitives	Creative writing

Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Family and Friends	Bukka Learns a Lesson	Factual, inferential and extrapolative comprehension	Sharing a plan	Phrasal verbs	/dʒ/	First conditionals	Making a list of dos and don'ts for your classroom
	Georgie's Treat	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Speaking about your favourite family member</li> </ul>	Alliteration	Sounds made by -ed in the past form of verbs	Conjunctions - till, until, though, although, if, unless	Writing a descriptive paragraph
	The Lantern and the Fan	Factual, inferential and extrapolative comprehension	Telling a story from a character's perspective	Words used as both nouns and verbs – homonyms	Silent letters - b, d, n, p, t	Gerunds	Writing instructions to make a paper lantern
	The Fox and the Stork	Factual, inferential and extrapolative comprehension	Speaking about what a host should do	Interjections and the meaning they convey	Different sounds of /gh/	Relative pronouns and their usages	Converting a poem into a story
Folk Tales and Fables	Ricky, the Robot	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Discussing an imaginary situation, stating preferences with reasons</li> </ul>	Idioms	/ju:/ vs /u:/	Active and passive voice	Writing a review
	The Auto	Factual, inferential and extrapolative comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Debate</li> </ul>	Rhyme scheme	Different pronunciations of the plural marker -s	Direct and indirect speech	Writing a comparative essay

# Contents



## Fun and Adventure

1. Raghu's Adventures .....	1
2. <i>Wander-Thirst</i> .....	13

## Hobbies and Interests

3. Raju's Hero.....	24
4. <i>A Collar Would Do</i> .....	39



## Nature and Places

5. To the Amazon .....	50
6. <i>The Coming of Spring</i> .....	64



## Family and Friends

7. Bukka Learns a Lesson .....	71
8. <i>Georgie's Treat</i> .....	83

## Folk Tales and Fables

9. The Lantern and the Fan .....	91
10. <i>The Fox and the Stork</i> .....	105

## Science and Technology

11. Ricky, the Robot .....	113
12. <i>The Auto</i> .....	128

*Projects* .....

*Listening Texts* .....

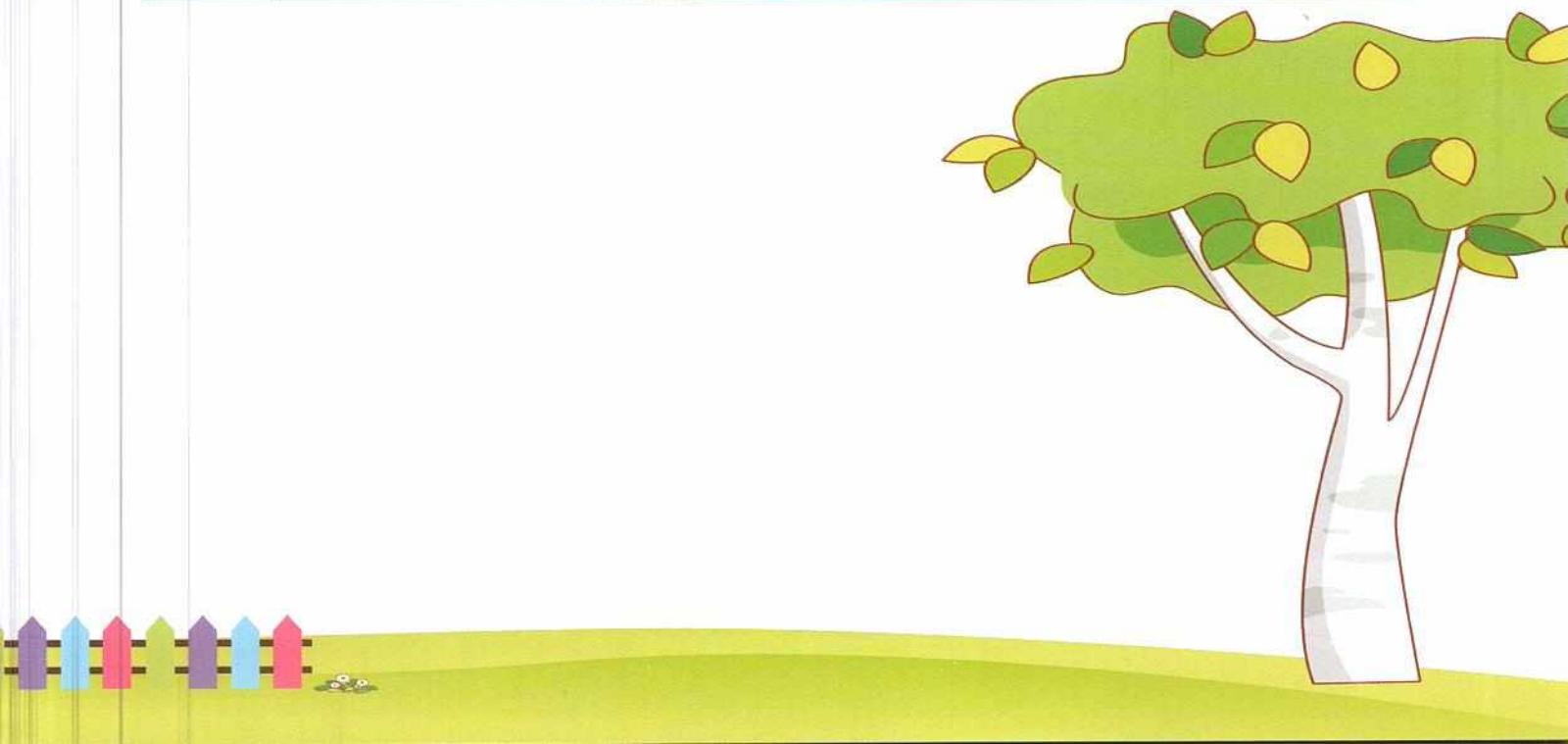


## Life Skills-based Projects

Term	Theme	Activity	Life Skills
1	Folk Tales and Fables	Differentiating between facts and fiction	Critical thinking, organising skills, effective communication
2	Science and Technology	Making a chart to list differences between having and not having electronic gadgets in your life	Critical thinking, effective communication

## Multiple Intelligences-based Projects

Term	Theme	Activity	Multiple Intelligences
1	Hobbies and Interests	Making a structure using building blocks; writing and sharing instructions for it with a friend	Bodily-kinesthetic, visual-spatial, interpersonal, logical-mathematical
2	Folk Tales and Fables	Making a comic strip based on a folk tale	Interpersonal, visual-spatial, linguistic, logical-mathematical







## Get Set

Name a thing you wish to have. \_\_\_\_\_

Imagine you have got it. What good use you would put it to? Mention two good things you would do with it.

\_\_\_\_\_

\_\_\_\_\_



## Reading Junction

Let us now read a play about a boy named Raghu, who experienced a series of adventures one day.

### Characters:

1. Narrator (narrates the story)	6. A child
2. Raghu, a young boy	7. A man and a woman by the riverside
3. Raghu's mother	8. An old man at the bridge
4. An old woman	9. A wedding troupe of ten men
5. A young mother	

How is a play different from a story?



The curtain rises.

**Narrator:** Raghu is a ten-year-old boy who lives in a small **picturesque** village with his mother. The family works hard to make ends meet. Raghu's mother grinds grains into flour and sells it at the market. Raghu's father works in a factory, far away in the city. Raghu studies in the village school. He also helps his mother with the daily chores. Raghu often **stumbles upon** some adventure or the other. Today is one of those days!



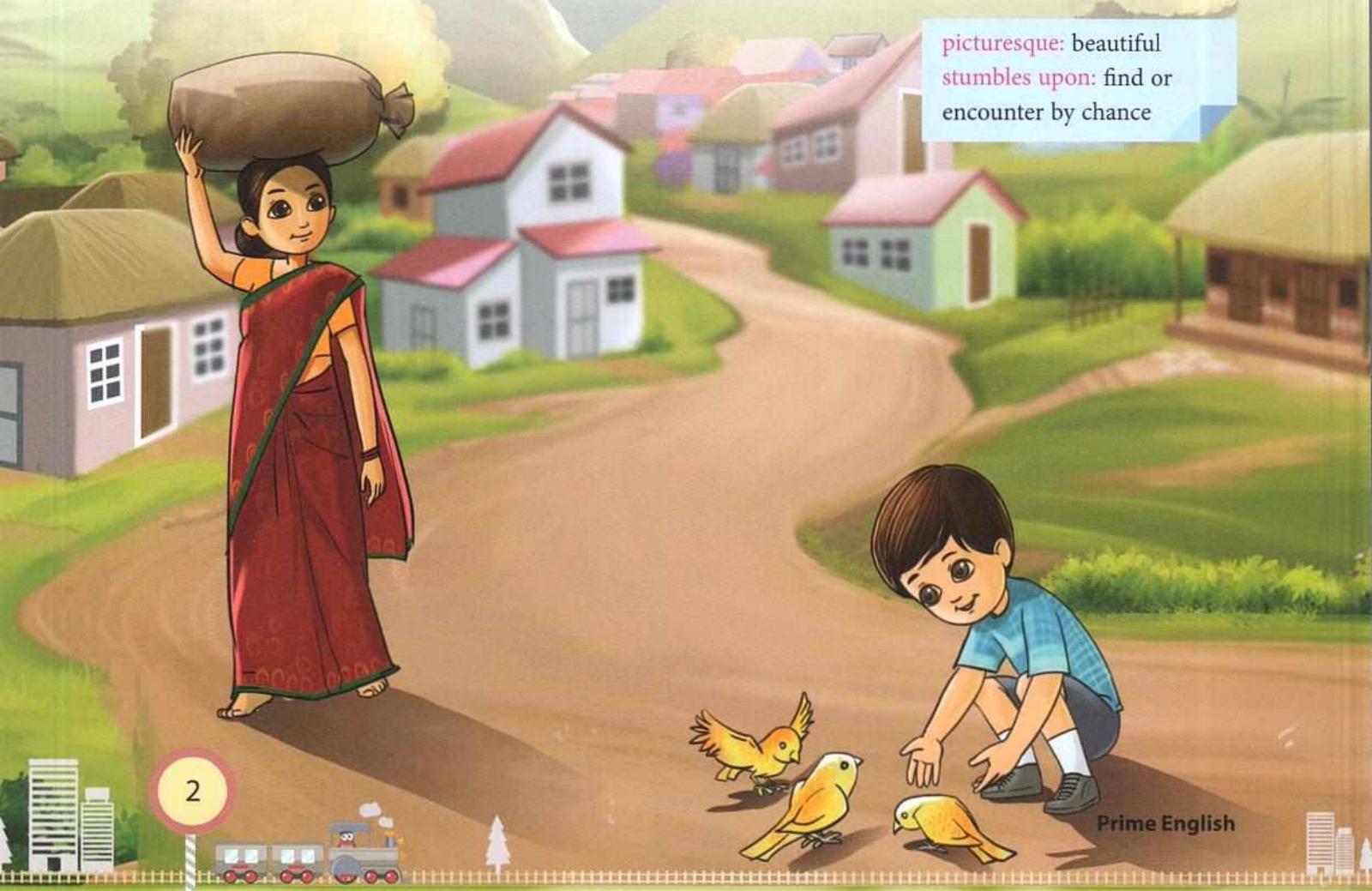
**Scene 1: Raghu's mother is getting ready to go to the market to sell flour. Raghu is out in the garden, feeding the birds.**

**Mother:** Raghu! I am going to the market to sell flour. Do you want me to get you anything?

**Raghu:** A drum, mother! I want a drum!

**Mother:** *(to herself)* Oh dear! A drum? I thought he would want something to eat. Where on earth will I find the money for a drum?

**picturesque:** beautiful  
**stumbles upon:** find or encounter by chance





**Scene 2:** Raghu's mother returns from the market looking tired and carrying a piece of wood. Raghu quickly gets her a glass of water.

**Mother:** Look what I got for you, little one! A lovely piece of wood.

**Raghu:** (to himself) What will I do with this? Ah, never mind! (to his mother) Mother, I've completed my homework and have prepared the hay for the animals. Now, I am off to play!



**Scene 3:** Outside a hut, an old woman is squatting next to a stove, coughing. A cow is tied to a post nearby. Raghu thinks of stopping by.

**Old woman:** Oh, these useless cow-dung patties. They always burn my eyes. How do I get hold of some firewood? I am old and haggard. Where is Paplu? Paplu! Where are you?

**Raghu:** Where is Paplu, Grandma? Is he at home?

**Old woman:** Oh Raghu, I do not know. I have been looking for him since morning. I have been trying to light this stove, but these cow-dung patties are no good. They give off smoke and all I do is cough non-stop. I can't get hold of any firewood either! (Coughs, and her hand strikes a vessel and it overturns)

**Raghu:** Here Grandma, you can have this piece of wood. I will also get you some dry leaves. Do you want me to help you start the fire?

Why do you think the play is divided into different scenes?



**Old woman:** No, no, my little boy, stay away from fire. It is dangerous, but thank you for this piece of wood.

(Raghu smiles and starts to walk away)

**Old woman:** Wait, my dear boy. Sit by the door. I shall make some delicious rotis for you.

**squatting:**  
sitting with bent knees  
**haggard:** tired





**Scene 4: A bus stand. A woman is holding a wailing child in her arms. Behind her is a huge stack of pots, neatly arranged. Raghu enters, carrying a packet.**

**Woman:** Do not cry my baby. Ma will soon find something for you. Doo ... doo ... doo ... do not cry my baby.



**Raghu:** Why is he crying?

**Woman:** He is hungry. Our **larder** has been empty for two days now.

**Raghu:** Here, little one, take this roti. It is warm and fresh. (*The child immediately stops wailing, and wolfs down the delicious roti. Raghu also plays with the child for some time*)

**Woman:** How on earth can I pay you for your kindness? Umm ... yes, here! Take this pot. Please accept this as a token of our **gratitude**. (*Off goes Raghu searching for Paplu*)



**Scene 5: A riverside. A man and a woman are arguing. A heap of clothes and a broken pot lie nearby. Raghu enters, carrying a pot.**



**Raghu:** What happened? What is all the noise about?

**Man:** Since I had loads of other things to carry, I asked her to hold my pot for a while.

**Butterfingers** here dropped it, and it broke! Now, how

**larder:** storeroom

**wolf down:** swallow something hungrily

**gratitude:** a feeling of being thankful to someone

**butterfingers:** a name usually given to people who keep dropping things from their hands

do I **boil** the clothes before washing them? What do I tell my customers? How will I keep my word?

**Raghu:** Do not worry, Uncle, you can have my pot. It is not as big as yours, but it might be useful.

**Man:** Oh, what a lovely pot! Thank you, my child. I can use it for the smaller clothes. What shall I give you in return? Here, take this coat.

**Raghu:** Thank you, Uncle.

(*Raghu starts searching for Paplu again*)

 **Scene 6:** An old man is sitting on a bridge over the river. Raghu enters, calling out Paplu's name.

**Raghu:** Did you see a young boy around here? A boy with a shaved head, wearing a pair of green shorts?

**Old man:** (*shivering visibly*) No.

**Raghu:** Oh my god! You are shivering.

Here! (*wraps his coat around the man*) What happened to you?



**Old man:** A gang of robbers **looted** me and took everything away. My horse was away, eating grass. So, at least I have him here with me. They also threw me into the river and left me to drown. I somehow managed to swim ashore! I would have fallen sick had you not helped me. Thank you, my dear boy. Here, take my horse. You can keep it.

(*Raghu crosses the bridge with the horse to go to the other side of the village in search of Paplu.*)



**Scene 7:** A group of people, dressed in silk and jewellery is sitting in front of a house. Everyone looks glum. Raghu walks past the house holding the horse's lead shank. One of the men rushes towards Raghu.

**boil:** disinfect the clothes by soaking in hot water

**looted:** money and other valuable objects taken forcibly away

**lead shank:** a rope that is tied around a horse's mouth to pull and lead it

**Man:** Little boy, could you lend us this horse for a day? The groom cannot travel on foot. The man who promised the horse is not here yet, and we are already running late.

**Raghu:** Of course, you can have the horse. I do not want it back. Mother will not allow me to have it anyway.

**Man:** Thank you so much! Here, please take this drum as a gift from me.

*(Raghu holds the drum in his hands. He is **elated** and **astounded**; he looks at it admiringly.)*

**Raghu:** I just cannot believe it. I finally have a drum!



**Scene 8:** Raghu finally finds Paplu sleeping peacefully on the grass in the field. He wakes him up and sends him back to the old woman. He then rushes back home, beating his new drum all the way. He comes running to his mother, beating his new drum. His cheeks are **flushed** and he is wearing a wide grin on his face.

**Raghu:** Mother, you would not believe what a glorious day I had!

**Mother:** Is it! But first tell me where did you get that drum from?

*(Raghu tells her the incidents of the day.)*

**The curtains drops.**

**elated:** very happy

**astounded:** surprised and shocked

**flushed:** blushing red in colour





## Get Going

A. Let us find the answers from the play.

1. Where was Raghu's mother going?
2. Why was the old woman searching for Paplu?
3. How did Raghu help the poor woman and her wailing child?
4. Why were the man and the woman at the riverside fighting?
5. What had happened to the old man on the bridge?
6. What happened on the other side of the bridge?

B.  Let us read between the lines.

1. How did Raghu's mother feel when he asked her for a drum?
2. Why do you think Raghu said that his mother would not allow him to keep the horse?
3. Why do you think the woman's larder was empty for two days?
4. Why can't the groom travel on foot?

C.  Let us go beyond the play.

1. What kind of a boy do you think Raghu was?
2. Though Raghu did not want the piece of wood, he happily accepted it. What lesson does this teach us?



## Listening Junction

Raghu's friend Salim also experienced a series of adventures one day. Listen to his story. Write the differences in their reactions and responses to the adventures they had. Whose responses do you like more?



## Speaking Junction

Just as we must be polite while making requests, we must also be polite while offering help to others. You saw how Raghu helped every one in need.

Now, role play the characters in the play. Use your own words in the conversations to show Raghu politely offering help.

You may follow the example given below.

**Old man on the bridge:** *I am so cold! I might shiver to death.*

**Raghu:** *Oh poor you! Don't worry. Allow me to wrap my coat around you.*



## Vocabulary Junction

Look at these sentences from the play.

They give off smoke and all I do is cough **non-stop**. I can't get hold of any firewood either! (*Coughs, and her hand strikes a vessel and it overturns*)

The words **non-stop** and **overturn** are formed by adding the prefixes **non-** and **over-** to the words stop and turn, respectively.

Look at the table to find out about some prefixes and their meanings.

Prefixes	Meanings	Examples
non-	not	non-profit, nonfiction, non-resistant
over-	excessively or completely	overact, overdo, overambitious
under-	below, beneath, insufficient	undercover, undernourished, underfed

Now, look at this sentence.

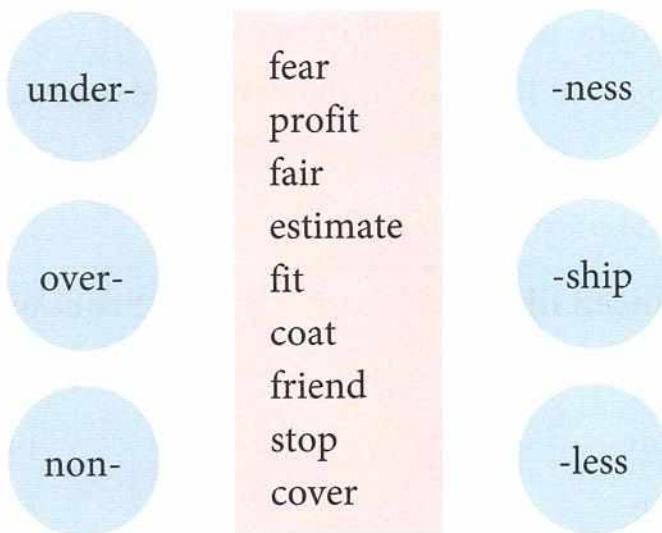
How on earth can I pay you for your **kindness**?

The word **kindness** is formed by adding the suffix **-ness** to the word **kind**.

Look at the table to find out about some suffixes and their meanings.

Suffixes	Meanings	Examples
-ness	a state of being	sweetness, brightness, politeness, gentleness
-ship	denoting a quality or condition	hardship, membership, scholarship, friendship
-less	without	useless, careless, sleepless, helpless, tasteless

1. Make as many words as you can by adding the given prefixes and suffixes to the words in the box.



2. Add suitable prefixes or suffixes to the words given in the box and fill in the blanks.

use	estimate	fed	member
hard	scholar	cover	sleep

- (a) Some people believe it is \_\_\_\_\_ to fight against corruption.
- (b) After overcoming many \_\_\_\_\_, King Arthur regained his kingdom.

(c) He won a sports \_\_\_\_\_ during his college days.

(d) The dog looked \_\_\_\_\_ and malnourished.

(e) It seemed like he had spent a \_\_\_\_\_ night worrying about the results.



## Phonics Junction

Look at these sentences from the play.

Raghu finally finds Paplu sleeping peacefully on the grass in the field.

A cow is **tied** to a post nearby.

The letters **ie** can be pronounced in two different ways.

It can be pronounced like **i**, as in the word **tied**, or **e**, as in the word **field**.

Let us look at some more words with ie.

Pronounced like 'i'	Pronounced like 'e'
pie	chief
die	brief
lie	belief
tie	grief

Now, read these sentences. Circle the words if ie is pronounced like the letter i, and underline them if ie is pronounced like the letter e.

1. I won't lie. I had a slice of pie.
2. If you don't water the plants, they will die.
3. The chief wore a red tie.
4. The police caught the thief before he could run away.
5. He gave a brief speech before the dance performance began.



## Grammar Junction

Look at these sentences from the play.

**Old woman:** Oh Raghu, I do not know. I have been looking for him *since morning*.

**Woman:** He is hungry. Our larder has been empty *for two days* now.

Look at the words in italics. In the first sentence, the word **since** is used to talk about a point in time, whereas in the second sentence the word **for** is used to talk about a period of time.

We use **since** to refer to a point in time, such as **10 o'clock, Monday, 3 August, and my birthday**.

We use **for** to refer to a period of time, such as **10 minutes, 4 weeks, 5 years, and a long time**.

for + period (living here for three years)

since + point (living here since 2014)

**Examples:**

Since	For
<i>Paplu's grandmother had been looking for him since morning.</i>	<i>Paplu's grandmother had been looking for him for a long time.</i>
<i>Our larder has been empty since Sunday.</i>	<i>Our larder has been empty for two days.</i>

1. Check the usage of for and since in the following sentences. Tick (✓) if it is correct and cross (✗) if it is incorrect. Rewrite the incorrect sentences correctly.
  - (a) Tarzan lived in the jungle since twenty years.
  - (b) We waited for the bus since half an hour.

(c) My grandma lived in Patel Nagar for six years.

(d) I have been waiting since last week for the letter.

(e) Mohit has been living here since 2010.

2. Fill in the blanks with since or for.

(a) \_\_\_\_\_ two years (b) \_\_\_\_\_ 20 minutes

(c) \_\_\_\_\_ 1989 (d) \_\_\_\_\_ 5 December

(e) \_\_\_\_\_ last month (f) \_\_\_\_\_ fifteen days

(g) \_\_\_\_\_ 30 March (h) \_\_\_\_\_ 30 seconds

3. Fill in the blanks with since or for.

(a) I haven't met her \_\_\_\_\_ her wedding.

(b) She has been learning French \_\_\_\_\_ four months now.

(c) When he was ill, he didn't go to school \_\_\_\_\_ ten days.

(d) Mr Sharma hasn't been to a zoo \_\_\_\_\_ he was a small child.

(e) Raveena has been looking for her phone \_\_\_\_\_ the past fifteen minutes.



## Writing Junction

You learned about the format of writing an informal letter in the previous grade. It's time to use that format again.

Imagine you are Paplu. You had your own set of adventures in your grandmother's village. Before you could meet Raghu and tell him all about it, you had to leave for your mother's village. Write a letter to Raghu describing your adventures.



### Get Set

Do you like to travel? (Yes/No)

If no, why?

If yes, what do you like about travelling? Tick (✓) your choices.

- Travelling helps me relax.
- Travelling gives me more time with my family.
- Travelling enables me to explore new places.
- Travelling gives me opportunities to try local cuisines of various places.

Would you ever like to travel alone? Do you know what 'wander-thirst' means?

Where would you like to travel to and why? Fill in the table.

Place	Reason





## Reading Junction

Let us read a poem about a man's intense desire to travel the world.

Beyond the East the sunrise,  
beyond the West the sea,  
And East and West the **wander-thirst**  
that will not let me be;

It works in me like madness, dear,  
to **bid** me say good-bye;  
For the seas call,  
and the stars call,  
and oh! the call of the sky!

I know not where the white road runs,  
nor what the blue hills are;  
But a man can have the sun for a friend,  
and for his guide a star;

And there's no end of **voyaging**  
when once the voice is heard,  
For the rivers call,  
and the road calls,  
and oh! the call of the bird!

**Yonder** the long **horizon** lies,  
and there by night and day  
The old ships draw to home again,  
the young ships sail away;

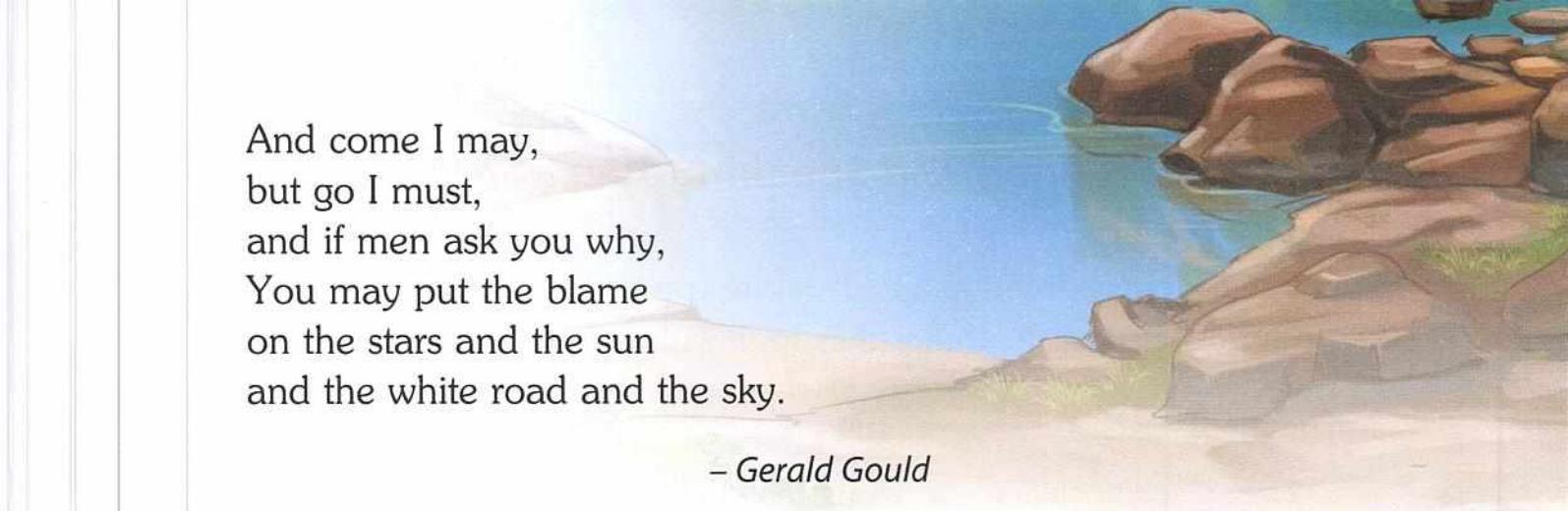
**wander-thirst:** the desire to explore

**bid:** command

**voyaging:** going on a journey

**yonder:** there

**horizon:** the line where the sky and  
the land seem to meet



And come I may,  
but go I must,  
and if men ask you why,  
You may put the blame  
on the stars and the sun  
and the white road and the sky.

– Gerald Gould



## Get Going

A. Let us find the answers from the poem.

1. What are some of the things that call the speaker?
2. According to the speaker, what can serve as a man's friend and guide?

B.  Let us read between the lines.

1. What do you understand from these lines?

‘The old ships draw to home again,  
the young ships sail away;’

2. Why does the speaker say ‘come I may, but go I must’?
3. ‘It works in me like madness, dear,’
  - (a) What is ‘it’ here?
  - (b) What does this tell us about the speaker?

C.  Let us go beyond the poem.

1. Do you think the seas, the stars and the sky really call the speaker?
2. Do you think a passion for something inspires a person? Does it makes them mad and helpless?





## Listening and Speaking Junction

Shweta and Mehnaz went on an adventure trip with their families. Listen to their travelogues. List the things they took with them on their trip.

torches	jackets	sunscreen	caps	sunglasses
scarves	binoculars	water bottles	camera	sandals

Shweta	Mehnaz

Now, choose a place that you want to travel to. Talk about your travel plans and prepare a list of necessary things to take with you.



## Vocabulary Junction

Look at these lines from the poem.

... the wander-thirst  
that will not let me be;  
It works in me **like** madness ...

In this line, the poet has compared his wander-thirst to madness. The word **like** has been used to make the comparison. This is an example of a **simile**.

**Simile** is a literary technique used to draw comparison between two different things, using **like** or **as**. The two different things in comparison might have a common feature.

Look at the following examples.

*His smile is **as** big **as** the Grand Canyon.*

*His smile is **like** the Grand Canyon.*

Here, the common feature between the two things is the word **big**. We know that both the Grand Canyon and the man's smile are big.

**Examples:**

*Afzal was **as** brave **as** a lion.*

*The world is **like** a stage.*

*Sunaina is **as** fast **as** a cheetah.*

Now, look at this sentence.

*The camel **is** the ship of the desert.*

In this sentence, we are comparing a camel to a ship. Though the camel is being compared to a ship, the words **like** or **as** have not been used here. This is an example of a **metaphor**.

**Metaphor** is a literary device used to draw comparison between two different things, but without using **like** or **as**.

**Examples:**

*Afzal **was** a lion in the battlefield.*

*The world **is** a stage.*

*Sunaina **is** a cheetah on the running track.*

1. There is one more comparison in the poem. Can you spot it? Is it a simile or a metaphor?



*Discuss the meaning of each sentence after identifying metaphors and similes.*

2. Write S in the boxes for sentences having similes and M for those having metaphors.

(a) Rocky, our dog, looked like a mud pie after playing in the puddle.

(b) The model was as tall as a giraffe after wearing the high heels.

(c) The giant's steps were thunder.

(d) The baby is a bundle of joy.

(e) The chirping of birds on a Sunday morning is music to my ears.

(f) Ryan is a treasure trove of amazing facts.

(g) Her smile is like a string of lovely white pearls.

(h) Ganesh's eyes shone like stars when he saw the new bike.

(i) Deepak solves sums as quickly as a computer.

(j) Punishment is a winter day with no sunshine.

3. Complete these metaphors and similes.

(a) The winding road looked like \_\_\_\_\_

(c) My best friend is a \_\_\_\_\_

(d) The test paper was like a \_\_\_\_\_



Encourage children to compare two different things of their choice using similes and metaphors.  
Examples: The idli is like cotton. The doughnut is a rock.



Look at these lines from the poem.

The old ships **draw** to home again,  
the young ships sail away;

In the word **draw**, **aw** is pronounced like **awe**.

The same sound is also produced by **au** in the word **cause**.

Let us look at some more words that are pronounced like awe.

with au	with aw
cause	saw
pause	paw
launch	lawn
auto	yawn
sauce	fawn
haunt	law

Choose any four words (two words from each column) from the table and use them to make sentences of your own. Read the sentences aloud.



## Grammar Junction

Look at these lines from the poem.

Beyond **the** East **the** sunrise,  
beyond **the** West **the** sea,

The word **the** in these lines is a **definite article**. We use **the** to talk about a particular person, place, animal or thing. We also use **the** if the noun being spoken about is one of a kind.

Let us learn more about the definite article the. We use the in the following cases or situations.

- **when we speak about a noun that the reader or the listener knows about**  
*We went to the mall.*
- **to express time**  
*in the morning, over the weekend*
- **with specific dates and sequence words**  
*on the last day*  
*on the 26<sup>th</sup> of every month*

- with some general expressions  
*watch the news*  
*visit the doctor*
- when we talk about countries which have the words **Kingdom, Republic, States or plural names**  
*the United States of America*  
*the Maldives*
- when we talk about famous buildings or works of art  
*the Taj Mahal*  
*the Mona Lisa*
- with services or systems  
*the metro, the FM*
- when we talk about geographical features like rivers, mountains, trees, etc., *the Himalayas, the Ganges*
- when we talk about families *the Sharmas*  
*the Khans*
- with superlatives  
*the tallest girl*  
*the fastest animal*
- when we talk about newspapers, organisations  
*The Times of India*  
*the World Health Organisation*

1. Insert the definite article wherever necessary.
  - (a) Capital of India is New Delhi.
  - (b) Teacher asked children to keep quiet.
  - (c) A precious gem has been stolen from Salar Jung Museum.
  - (d) Hindu is a famous newspaper in southern part of India.
  - (e) Harish is best student in my class.
  - (f) Hussain is leaving for United States of America on 18th of next month.
  - (g) Pacific Ocean is deepest ocean in world.
  - (h) This is funniest joke I have ever heard!

2. Think of an example of each of the following and write it in the correct column. One has been done for you.

## time expressions

### geographical features

## famous buidings

a particular newspaper

## continents

## plural names of countries

## capital cities

the names of the directions

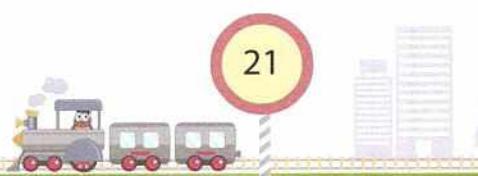
one of a kind

## superlatives

## Definite Article 'the'

## No Article

## Time expressions: *in the evening*





## Writing Junction

Mohit received a postcard from his friend Shweta. Mithun, Mohit's younger brother, was puzzled when he saw it.



Hotel Coral,  
Port Blair,  
Andaman and Nicobar Islands

10 February 2019

Dear Mohit,

How are you? I am in the Andaman Islands now. I am sending you this postcard from Port Blair, the capital of Andaman and Nicobar Islands. You can see the picture of the capital city on the other side of the postcard. Today we spent the whole day snorkelling. It was so exciting! We went under water. I saw many underwater plants and animals. It was the best adventure I have ever had. You must try it too. We are going to have some yummy local food now.

See you soon!

Love,  
Shweta



Mohit

E- 1 Defence Colony,

New Delhi

Pin:

1	1	0	0	2	4
---	---	---	---	---	---

Now, read the conversation between Mohit and Mithun regarding the postcard.

**Mithun:** What is this?

**Mohit:** It is a postcard.

**Mithun:** A postcard! What is a postcard?

**Mohit:** Well, it is a card used for sending a message by post. It is shorter than a letter.

**Mithun:** Mmm ... Who has sent it to you?

**Mohit:** Shweta sent it to me.

**Mithun:** She lives next door! Why has she sent a postcard to you? She can just come over and talk to you!

**Mohit:** Mithun, she has gone on a holiday to the Andaman and Nicobar Islands. She has sent the postcard from there.

**Mithun:** Oh okay! But why is there a picture on the postcard?

**Mohit:** That is because postcards have a photograph or picture on one side, and you can write your message on the other side. Postcards can be sent without an envelope.

**Mithun:** We will also send Shweta a postcard from Goa next week.

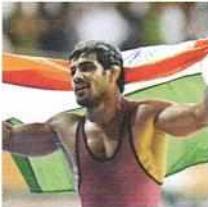
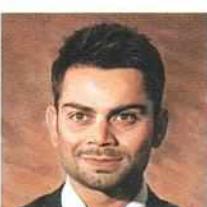
**Mohit:** Yes, sure! I am looking forward to our holiday.

Help Mohit write a postcard to Shweta describing his holiday in Goa.



### Get Set

Match the pictures of sportspersons with the names of the sport they are famous for. One has been done for you.

Sportsperson	Sport	Sportsperson
	long jump	
	chess	
	cricket	
	shooting	
	badminton	
	wrestling	
	tennis	
	boxing	





## Reading Junction

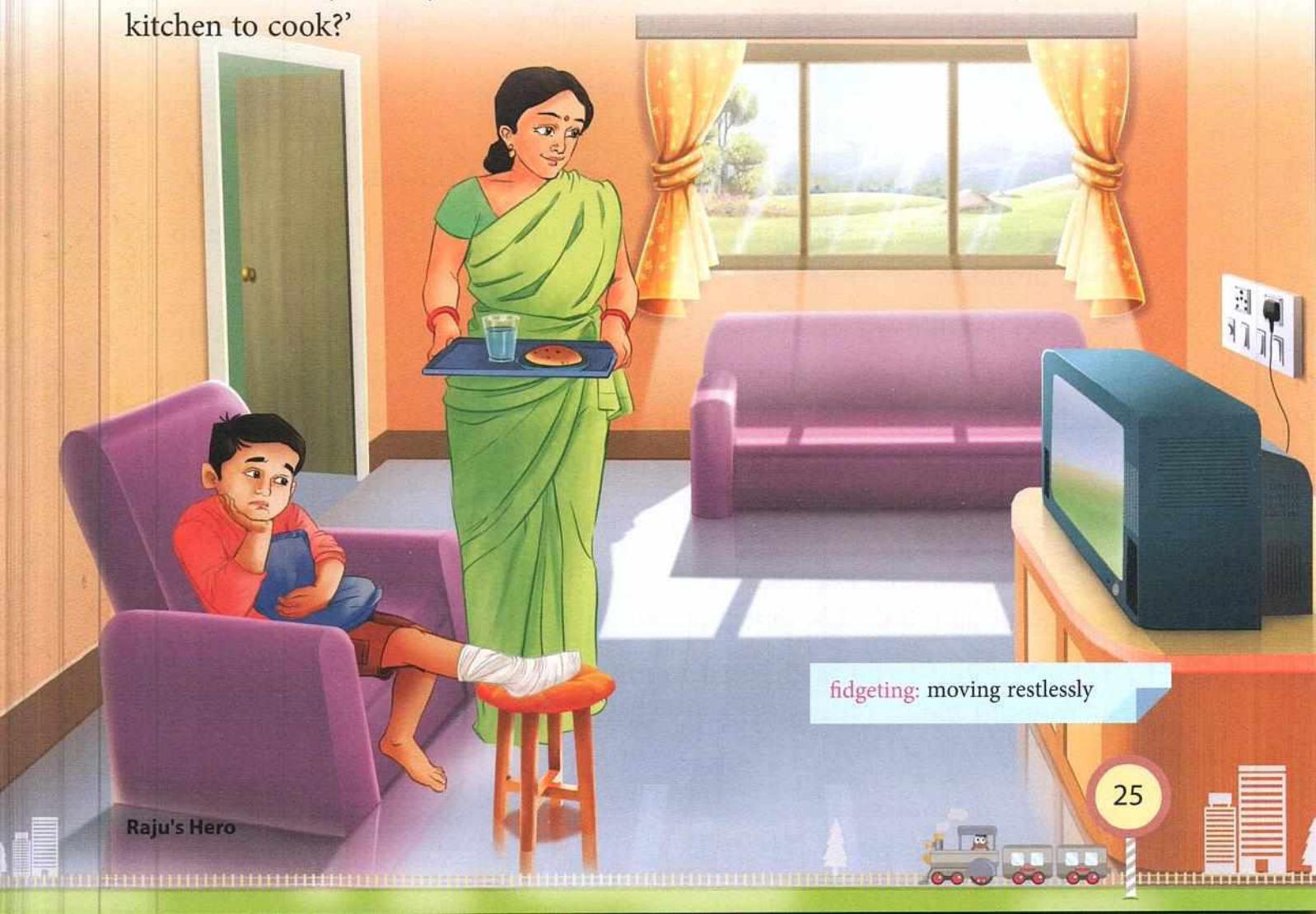
How would you feel if you missed your favourite sport event? Let us read a story about a boy named Raju, who missed a chance to watch an important cricket match.

One Saturday afternoon, Raju was sitting in an armchair, feeling really upset. One of his legs was in plaster and he was resting it on a cushioned stool.

'I hate sitting like this. I am fed up!' he said to his mother.

'It is all right. You will be fine in a few days,' she said trying to comfort him. 'You can join your friends in their game of cricket then. If you sit without **fidgeting**, the bones will heal faster. Now, why don't you watch the cricket match on TV, while I go to the kitchen to cook?'

Do you think Raju was upset because he could not watch the test match live in the stadium or because he was unable to move?



**fidgeting:** moving restlessly

‘No,’ said Raju. He was still upset. Falling off his bike and breaking his leg was not something he was proud of. Moreover, this had to happen just when his father, his elder brother Renju and he had planned to go and watch a test match between India and Australia. It was supposed to be his first *live* cricket match at the stadium and Sachin Tendulkar was playing for India. It would have been a dream come true. The sports page in one of the national dailies called him the *Cricket Wizard*. Another paper called him a *Genius*. The match was scheduled for today and he was going to miss it because of his broken leg. ‘I hate this,’ said Raju again.

‘It’s all right,’ said his father. ‘The match will be *telecast* live on TV. In fact, you will be able to watch the match better at home than in a crowded stadium.’

‘But I still hate sitting like this,’ said Raju.

Renju came in with some popcorn and chocolate cake. ‘Here, have these,’ he said, ‘I got them just for you. You can eat while you watch the match on TV. It will cheer you up.’

Raju smiled and started eating the cake.

‘We will have to go now, son,’ said his father, coming in with his umbrella.

‘I will try to get Sachin’s autograph for you. How about that?’ said Renju to his younger brother.

Raju waved goodbye to them and let his mother switch the TV on for him while he enjoyed the chocolate cake and the popcorn. He watched TV the entire day. Then, his leg began to itch and because of the plaster, he was unable to scratch it. He felt stiff sitting in the same position for hours.

‘I don’t like sitting idle,’ he said to his mother when she came in to see how he was.

‘Never mind,’ she said, ‘It’s all right.’

‘Everybody seems to be saying that to me today,’ thought Raju. ‘I do not want a rotten

Why do you think Raju’s father said that he would be able to watch the match better at home than in a crowded stadium?



**live:** an event heard or seen while it is happening

**telecast:** television broadcast

plaster on my leg. I want to be at the match with dad and Renju. I want to watch Sachin play.'

India won the match. When his father and Renju returned, they both looked very pleased. His father was smiling and Renju was chanting, 'Indians are the best! Indians are the best!'

'Hey, Raju! I bought a hat for you at the stadium,' said his father.

'Did you see Sachin?' asked Raju.

'Of course,' said Renju. 'He scored 200 runs and took two important wickets. Guess what, near the end of the match, he fell down while trying to take a catch. They had to help him get off the ground.'

'I hope he is not badly hurt,' said Raju. 'So, you did not get his autograph?'

'No, sorry. I will try next time,' said Renju.

The next day, the headlines in the newspapers announced that Sachin had injured his arm. He was out of the game for the next two weeks.

Two weeks later, Raju had to go to the hospital for a check-up. The doctor wanted to see his leg and put a new plaster on it. Raju sat with his mother in the waiting room.

'It is your turn now, Raju,' said the nurse.

Raju went into a smaller room, where another nurse cut the plaster along the side with a pair of strong scissors. After that, the doctor examined his leg and said it was healing quickly. The nurse put a fresh plaster around his leg. His mother took him back to the waiting room and sat with him while waiting for the bill.

'Two more weeks, Raju, and you will be playing cricket again,' said the nurse.

His mother had gone to another room to fix an appointment with the doctor.

'So, do you like cricket?' asked a man who was sitting behind him. Raju had not noticed him. As his leg was placed on a stool in front of him, he was not able to turn around. He turned a little and said, 'I love cricket! It is my life. One day, I want to be a great cricketer like Sachin.'

The man behind him laughed and said, 'You admire Sachin, do you?'

'Oh yes! He is my hero!' said Raju proudly.

'Next person, please,' called out the nurse.

The man behind him got up and was now visible to Raju. 'Sachin!' he **gasped**.

'Mummy! Look, who is here!'

His mother and the nurse came running to see what the matter was. When they realised who it was, they were **tongue-tied** and did not know what to say. Sachin had come to the hospital to get his injured arm checked. Raju turned to Sachin and said, 'Will you give me your autograph? Otherwise my friends at school will never believe me if I tell them that I met you.'

'Of course, I will!' said Sachin. He wrote on Raju's plaster, 'To Raju, from his hero. All the best,

Sachin Tendulkar.' He chatted with Raju and his mother for a while before he went in to see the doctor.

When the plaster was removed from his leg two weeks later, Raju hung it up in his room. Every morning, he looked at Sachin's autograph before he left for school.

Who do you think the man behind Raju was?



– Savithri Pandiyan

**gasped:** caught breath with an open mouth due to astonishment

**tongue-tied:** unable to speak clearly



## Get Going

A. Let us find the answers from the story.

1. Read the following sentences. Write T for True and F for False.

- (a) The newspapers described Sachin Tendulkar as the *Cricket Wizard*.
- (b) Australia and South Africa were playing the test match.
- (c) Sachin scored 125 runs in the match against Australia.
- (d) Sachin gave Raju an autograph on his plaster.

2. Answer these questions.

- (a) What did Renju say that cheered Raju up?
- (b) Write about Raju and his mother's reactions when they saw Sachin Tendulkar.

B.  Let us read between the lines.

- 1. What did Raju refer to when he said, 'I hate this'?
- 2. Renju was a loving and caring brother. Do you agree with this statement? Explain with examples from the story.

C.  Let us go beyond the story.

- 1. Suggest a few activities Raju could have done rather than complaining that he had to sit idle.
- 2. Do you think Raju will grow up to become a cricketer? Why?



## Listening Junction

Have you ever heard of Enid Blyton? She was a famous author who wrote a lot of stories for children. Listen to your teacher read out a passage on Enid Blyton and then, read the following statements. Write T for true and F for false statements.

1. Enid Blyton wrote mostly for adults.
2. More than 600 million copies of Enid Blyton's books sold.
3. Enid Blyton is famous for her simple style of writing.
4. Enid Blyton had two siblings.
5. Enid Blyton was very good at studies.
6. Enid Blyton's stories were rejected by many publishers.



## Speaking Junction

Look at the following sentence from the story.

**Will** you give me your autograph?

Look at the word in bold.

We use **will** to make friendly requests.

Words like **could**, **can** and **would** are used to make polite requests. These words are examples of **modal** verbs.

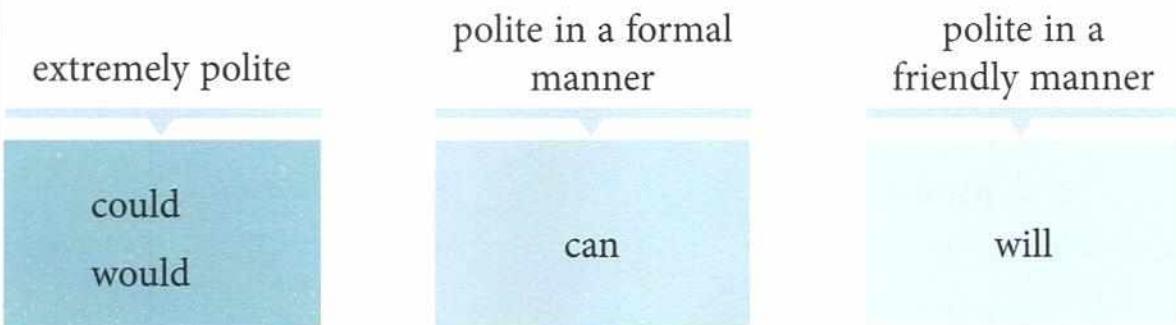
### Remember!



Modal verbs are helping verbs used to express ability, seek permission, etc.

Though **could** and **would** also have the same function, they are mostly used in formal situations. These words make requests sound more polite.

We can use this politeness metre to measure the degree of politeness expressed by the various modal verbs when used for making requests.



*Examples:*

*Can you please open the windows?*

*Could you pass the book, please?*

*Would you please open the window for me?*

Listen to the situations given by your teacher and prepare a conversation for each situation using modal verbs like will, could, can and would. Enact the conversation in class.



## Vocabulary Junction

Look at the following sentence.

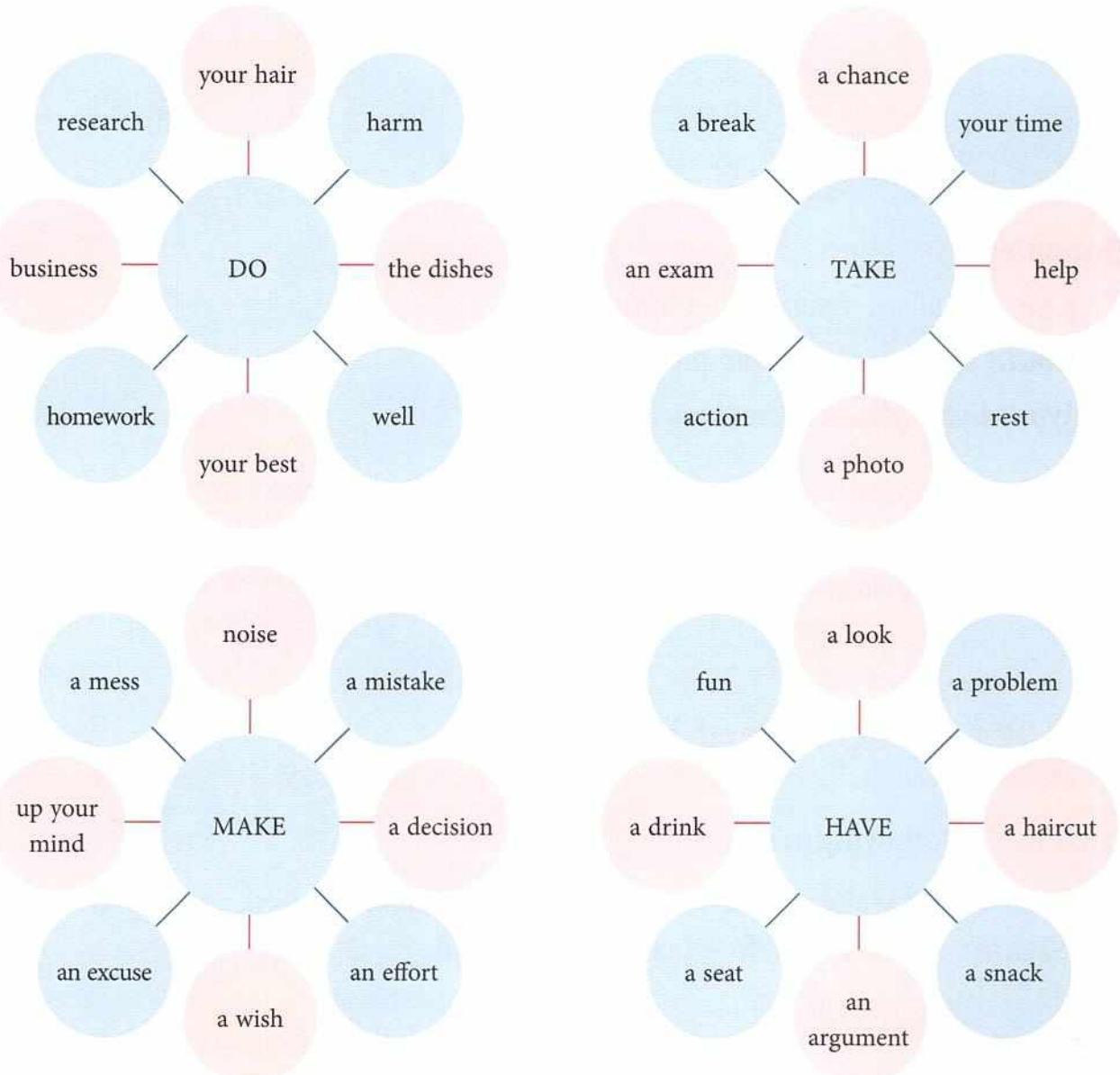
Raju would wake up early in the morning, **make his bed**, and look at Sachin's autograph before leaving for school.

Look at the words in bold. There are certain words in English that are frequently used together to express a particular meaning. For example, we can only use **make** with **bed** and **set** with **table**. We don't say set the bed. If we say make a table, the meaning changes completely.

Some word combinations express a completely new meaning, which cannot be guessed from the individual words. For instance, *make the bed* means to tidy

up the bed; we are not actually making it. For other word combinations, the meaning can be understood easily from the individual words. For example, *set the table* means to actually set the table at meal times.

Here are a few such phrases formed with the verbs **do**, **have**, **make** and **take**.



Let us look at a few more examples.

- *I help my mother do the dishes after dinner.*
- *Our teacher told us that we could take our time with the test paper.*

- Mother asked me to quickly **make up my mind** about where I wanted to go for vacation.
- We **had an argument** with our seniors about the winning goal.

1. Tick (✓) the correct options to make appropriate word combinations.

	do	take	make	have
(a) a wish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) the dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) a risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) a haircut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Identify the errors and rewrite the sentences correctly.

- We should not have a mess in the classroom.
- Would you say the dishes after dinner?
- Ravi is having a chance with this new house.
- I do lunch at the canteen.
- Shaan needs to do an effort to improve his grades.



## Phonics Junction

Look at the following sentences.

He felt stiff sitting in the same position for **hours**.

Renju **could** not get Sachin's autograph for Raju.

Hardik Pandya is a **well-known** cricketer.

He took a **wrong** map and hence could not locate the **island**.

In the word **hours**, the letter **h** is silent. It means that we do not pronounce it when we are saying the word.

Similarly, the letters **l**, **k**, **s** and **w** are silent in the words **could**, **well-known**, **island** and **wrong**, respectively.

Let us look at a few more words in which the letters **h**, **l**, **k**, **w** and **s** are silent.

Silent <b>h</b>	Silent <b>l</b>	Silent <b>k</b>	Silent <b>w</b>	Silent <b>s</b>
ghost	balm	knee	wrinkle	isle
vehicle	calf	knock	wrestle	island
rhythm	talk	knife	wreck	debris

Read the following sentences. Circle the words that have silent letters and underline the silent letters in them.

1. Karan knocked on the door before turning the knob.
2. His palms were bleeding after the wrestling match on the island.
3. She rests her wrist on the paper while writing.
4. I did not know how to untie the knot.
5. The artist was very nervous about her debut exhibition.
6. Waheeda unwrapped the wrapper with great care.
7. The photographs of the earthquake debris were disturbing.
8. Why don't you apply some balm if your calf is aching?



Look at this sentence from the story.

He scored 200 runs and took **two important wickets**.

The group of words in bold is called a **phrase**. Phrases do not make complete sense by themselves, but they add to the meaning of the sentence they are a part of. These groups of words do not have a subject, a verb or an object.

A **phrase** is a collection of words containing a headword. The headword may be a noun, a verb, a preposition, an adjective or an adverb. A phrase does not have a subject doing an action.

Now, look at this sentence from the story.

*When his father and Renju returned, they both looked very pleased.*

The group of words in bold convey the main idea of the sentence. This is an **independent clause** or a **main clause**.

Now, read the group of words in italics: *When his father and Renju returned*. This group of words adds to the meaning of the main clause, but it cannot make an independent sentence on its own. It is a **dependent clause**.

A **clause** is a collection of words that contains a **subject** and a **predicate**. A clause makes complete sense, but may or may not stand alone as an independent sentence.

Let us look at some examples. The clauses are in green and the phrases are in orange.

- *She was nervous before the examination.*
- *He sat down in a corner of the room.*
- *She is making tea for all of us.*

1. Identify whether the underlined parts in the following sentences are phrases or clauses. Write P for phrases and C for clauses.

(a) Last week, Sonia made cookies for the children.

(b) My mother lost her anklets in the river.

(c) The children are playing in the park.

(d) Ron and Vicky always reach school on time.

(e) The choir sang in a loud voice.

2. Circle the clause and underline the phrase in each of the following sentences.

(a) She could run through the woods for miles.

(b) We played football the entire day.

(c) Tina bought a toy for her younger sister.

(d) I will meet them at the dance class.

(e) She had a remarkable way of coming up with effective solutions.

3. Underline the main clause in these sentences. One has been done for you.

(a) I first saw her at a toy store, where I worked as a staff member.

(b) The girls had a wise father, who told them lovely stories.

(c) On the ladder, they tied a squash vine all the way up to the loft.

(d) Louisa had a remarkable brain in her little head.

(e) After that, they would go to the big barn to play.



## Writing Junction

Raju loves to read and write. His favourite author is Shel Silverstein. He has collected information about Silverstein and written an essay in his notebook.

Facts about my favourite author	Books/stories by him	Reasons for liking his writing
<p>Name: Shel Silverstein</p> <p>Born on: 25 September 1930</p> <p>Place of birth: Chicago, Illinois</p> <p>Died on: 10 May 1999</p>	<p>Books of poems and children's books</p> <p><i>Where the Sidewalk Ends, The Missing Piece, The Giving Tree</i></p>	<p>He wrote for children.</p> <p>His poems are fun and easy to understand.</p> <p>He does not use difficult words.</p>

My favourite writer is Shel Silverstein. He was born on 25 September 1930 in Chicago, Illinois. Although he wrote mostly for children, his books are enjoyed both by children as well as adults. He wrote a book of poems called *Where the Sidewalk Ends* in 1974 and another one called *The Missing Piece* in 1976. He died on 10 May 1999.

I love his poems. They are fun and easy to understand. He does not use difficult words, and his topics are relatable. When I feel sad, I read one of his poems, and it instantly cheers me up.

Shel Silverstein wrote a lot of books for children. The first one was *Uncle Shelby's Story of Lafcadio: The Lion Who Shot Back*. His most famous one is *The Giving Tree*. I read it first when I was in the second grade. It is a story about a boy and a tree. As the boy grows older, he has lesser time for the tree. But the tree continues to give him what he needs. The tree gives the boy its shade, its fruits and later, its branches to make a boat so that the boy can go sailing.

Many years later, the boy returns as an old man, and the tree says, 'I'm sorry, boy ... I have nothing left to give you.' The boy says, 'I do not need much now, just a quiet place to sit and rest.' The tree says, 'Well, an old tree stump is a good place for sitting and resting. Come, sit down and rest.' The story is so sad yet beautiful! It is my favourite story.

Collect information about your favourite author and use the details to write a short passage about him/her. Remember to make a concept map before you write. Include these points while writing about your favourite author:

- A brief introduction about the author
- When and where you read a story/novel by the author for the first time
- Your favourite story/novel by him/her
- Reasons for liking his/her writing



### Get Set

Most of us love pets. There are many animals that are kept as pets at homes. The names of seven pet animals are hidden in the word maze. Can you spot them? One has been done for you.

Pet Animals

I	I	E	N	E	P	A	U	Z	F
L	O	V	E	B	I	R	D	S	H
C	D	S	B	J	W	P	G	S	J
K	A	L	R	C	S	L	I	Z	P
J	G	T	N	A	K	F	S	L	M
D	C	R	V	Q	B	V	O	C	C
G	Z	M	N	V	Z	B	T	V	B
T	U	R	T	L	E	Q	I	G	P
N	P	I	G	E	O	N	O	T	Z
P	A	R	R	O	T	D	I	D	U





## Reading Junction

Have you ever visited a pet shop or heard about one? Let us read a poem about a boy who once went shopping for his pet cat.

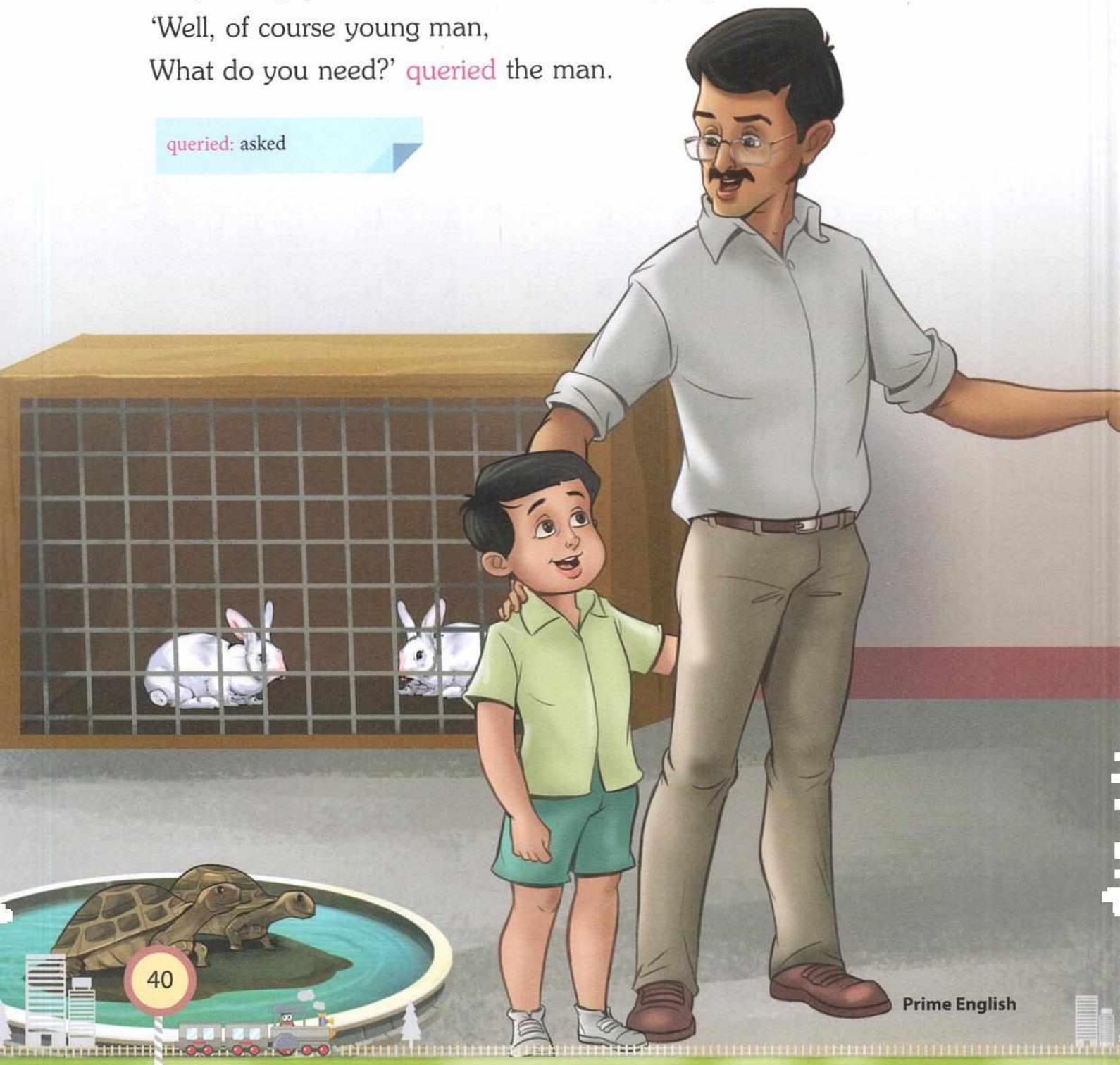
'Hello, can I help you?' asked the man at the store.

'Yes, it's my pet cat that I have come shopping for.'

'Well, of course young man,

What do you need?' **queried** the man.

**queried:** asked



'A collar and a **tether** to start with,' said I.  
'A collar, sure yes, but a tether for the kitty?  
They are for pups; let's get your kitty a collar bow.  
Come this way; see what we have to show.'

We passed by **arrays** of things and pets  
Charmed I was at the sight of colourful lovebirds,  
In hues of pink, yellow, purple and snow.  
There were rabbits too and goldfish in a bowl.

**tether:** a rope or a chain that  
is used to tie an animal to a  
fixed object

**arrays:** large numbers of  
things, placed in order



'Is that a lizard in that box amidst those balls?  
Hey! But aren't they supposed to be crawling up walls?'  
'That's called a **gecko**; some love them as pets to keep  
Others like turtles or frogs that leap.'  
'Oh, then I might want a turtle, and a tiny frog  
Only, I need to find a pond and a **bog**.'  
'Sure, they are yours. And the collar bow too?'  
'Oh, right, I think for now just the collar would do!'

– *Anonymous*

**gecko:** a small lizard, usually found in warm regions

**bog:** a spongy and wet ground with soil and dead plants



## Get Going

A. Let us find the answers from the poem.

1. Read the following sentences. Write T for true and F for false.

(a) The boy went to the pet store to buy some food for his pet cat.

(b) The boy saw a rabbit for sale at the pet store.

(c) The boy saw a gecko inside a box at the pet store.

(d) The boy saw lovebirds of many colours at the pet store.

(e) The boy bought a tiny frog from the pet store.

B.  Let us read between the lines.

1. Why did the man say that tethers are for puppies and not for cats?

2. Which animal at the store surprised the boy? Why did it surprise him?



C. Let us go beyond the poem.

Imagine that you are the boy at the pet store. What would you have bought from the store?



## Listening and Speaking Junction

Listen to Alia, Ron, Navya and Hari talk about their pets. Match the owners with their pets.

Owner



Alia



Ron



Navya



Hari

Pet



Ruby



Fluffy



Swishy and  
Tishy



Coco and  
Pekky

Now, imagine you have been gifted a pet dog by your father as a birthday present. Tell your friends about your pet and the activities that you two do together.



## Vocabulary Junction

Look at this line from the poem.

**Hey!** But aren't they supposed to be crawling up walls?

In this line, the word **hey** is an **interjection**.

- An **interjection** is a short word or phrase uttered to express joy, wonder, enthusiasm, disgust, excitement, etc.
- **Interjections** end with an exclamation mark (!).

### Examples:

- **Hurray!** We won the match. (joy)
- **Yippee!** We are all going for a movie today. (excitement)
- **Yuck!** The cake tastes awful. (disgust)
- **Ah!** I knew the correct answer. (wonder)
- **Hey!** Haven't I told you not to touch my books? (annoyance)
- **Oh!** The butterfly is dead. (regret)
- **Ouch!** I hurt my knee. (pain)
- **Alas!** The holidays are over. (remorse)
- **Oops!** I mixed the wrong colours. (mistake)

In these sentences, the words **hurray**, **yippee**, **yuck**, **hey**, **oh**, **ah**, **ouch**, **alas** and **oops** are interjections.

They show various emotions. For instance, **hurray** and **yippee** show happiness; **oh**, **alas** and **oops** show sadness. We use interjections while speaking as well as writing dialogues for stories and plays.

1. Circle the interjections in the following sentences. Then, write the emotions they convey.
  - (a) Oops! I spilled my tea. \_\_\_\_\_
  - (b) Alas! Our team has lost the match. \_\_\_\_\_
  - (c) Hi! How are you? \_\_\_\_\_
  - (d) Wow! The paintings are beautiful. \_\_\_\_\_
  - (e) Hurray! We are going on a picnic tomorrow. \_\_\_\_\_
  - (f) Ah! I found the answer to the puzzle. \_\_\_\_\_

2. Fill in the blanks with the correct interjections given in the box.

hey      hurray      ouch      wow      yay      oops

(a) \_\_\_\_\_! Why didn't you tell me you were going to the movies?

(b) \_\_\_\_\_! We are going for a magic show!

(c) \_\_\_\_\_! That's an amazing talent.

(d) \_\_\_\_\_! India has won the match!

(e) \_\_\_\_\_! I just bit my tongue.

(f) \_\_\_\_\_! I spilled water on the book.



## Phonics Junction

Look at these lines from the poem.

We passed by **arrays** of things and pets ...

'That's called a **gecko**; some love them as pets to keep ...

Words such as **arrays** and **gecko** are often misspelt.

Here are some more words that are often misspelt.

Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
address	adress ✗	knowledge	knowlege ✗	occasion	occassion ✗
business	bussiness ✗	memento	momento ✗	receipt	receit ✗
chauffeur	chauffer ✗	mischievous	mischievious ✗	siege	seige ✗
exceed	excede ✗	millennium	millenium ✗	successful	succesful ✗
foreign	foriegn ✗	pharaoh	faroah ✗	tattoo	tatoo ✗

1. Choose the correct spelling of the words given in brackets and fill in the blanks.

(a) A \_\_\_\_\_ (*chauffer/chauffeur/chaufeur*) drove them straight to the hall.

(b) Germany was the first \_\_\_\_\_ (*foreign/foriegn/forein*) country Salim visited.

(c) The king was called the \_\_\_\_\_ (*pharoah/faroah/pharaoh*) in ancient Egypt.

(d) Please remember to take the \_\_\_\_\_ (*receipt/receit/receet*) from the bank.

(e) Sunaina is a \_\_\_\_\_ (*mischievious/mischievous*) girl. She gave the wrong \_\_\_\_\_ (*address/addres/adress*) to the delivery man.

2.  Listen to the words and write the correct spellings.

## Grammar Junction

Look at this line from the poem.

'Hello, **can** I help you?' asked the man at the store.

- This is the first question asked to the boy in the poem. It can be answered with either **Yes** or **No**.
- Such questions, whose answers are either **Yes** or **No**, are called **Yes/No questions** or **closed questions**.
- Yes/No questions begin with a **helping verb** such as *is, are, do, does, has, have, can, will, should* and *would*.

## Examples:

- **Has** Liya **read** the book?
- **Is** she **helpful**?
- **Have** you **eaten** this sweet **before**?
- **Does** she **play** football?

1. Use a dictionary to find out the meaning of the words in bold in the given questions. Write the meaning in your notebook. Then, answer the questions with a Yes or a No. One has been done for you.

(a) Did the accident leave a **scar** on his face?

**No**

Scar: mark on the skin from a wound or burn

(b) Do you have enough **stamina** to climb the stairs?

---

(c) Is a bag of chips a **wholesome** meal?

---

(d) Are tigers in India **endangered**?

---

(e) Does **severe** rain affect crops?

---

(f) Are you being nice if you **defy** your parents?

---

(g) Does one eat food from a **nameplate**?

---

(h) Do we **mollify** babies when they cry?

---



(i) Have you ever seen an **orchard**?

(j) Is **nutmeg** a nut?

(k) Are you nice if you are a **wilful** person?

2. Complete the questionnaire with helping verbs.

*Example: Do you love books?*

#### **ARE YOU A BOOKWORM?**

(a) \_\_\_\_\_ you read books for more than two hours a day?

(b) \_\_\_\_\_ you have a library at home that has more than twenty-five books?

(c) \_\_\_\_\_ reading a part of your everyday activities?

(d) \_\_\_\_\_ you participate in activities other than reading?

(e) \_\_\_\_\_ you ever stayed back at home to finish reading a storybook or a comic instead of playing your favourite game with your friends?

(f) \_\_\_\_\_ books excite you more than movies?

(g) \_\_\_\_\_ you get upset if you are not able to get a book you want to read?

(h) \_\_\_\_\_ you visit the library regularly?

(i) \_\_\_\_\_ reading take up most of your free time every day?

(j) \_\_\_\_\_ you like reading by yourself more than listening to someone read a story?



## Writing Junction

Have you ever observed a colony of ants? Have you wondered why they always seem so busy?

Ants are very hardworking and intelligent insects. They are tiny and mostly red or black in colour. Some ants have wings too.

All through summer, they collect and store food. They do not come out of their nests in winter. Whenever they spot a speck of food somewhere within their reach, a train of ants march towards it and carry it back to their nest.

Ants always move around in a group. Whenever they see a sign of danger, they work together to protect themselves. If somebody ever steps on a colony of ants, the person will definitely suffer from multiple ant bites.

Ants are very interesting and hardworking. They teach us a lot about unity.

Observe an animal's qualities and activities, and note them down. You can write about any animal. It could be your pet, a stray dog or a crow. Use the notes to write a short essay on the animal.

### Remember!

Remember to use concept maps to list your ideas.



### Remember to include the following points in your essay:

- A brief introduction of the animal
- Its physical description
- Its activities throughout the day
- Your feelings about it



### Get Set

Look at these pictures. Have you ever done any of the outdoor activities shown in the pictures? If yes, write about your experience in the space provided. If not, write which one would you like to do and why.



swimming



trekking



rock climbing



go-karting



adventure rides



safari





## Reading Junction

Do you like going on adventure trips? Let's read a conversation between Suleiman and his elder brother Zaid, who is all set to go on an expedition to the Amazon.

Suleiman is really excited because his elder brother, Zaid, an explorer, is about to go on an adventurous expedition. He is going to travel across the largest river in the world! Do you know the name of the river? It is the Amazon River in the continent of South America! The Amazon originates from the Andes Mountains and drains into the Atlantic Ocean. Along its course, it flows through five countries: Peru, Brazil, Venezuela, Ecuador and Bolivia. It is almost 6,400 kilometres long, and at some places, up to 11 kilometres wide! It is almost like a sea, you cannot see one riverbank from the other.

*(Suleiman's brother Zaid is busy at work. Suleiman walks into the room).*

**Suleiman:** Hello, can I speak to you for a minute?

**Zaid:** Hey Suleiman, what is it?

**Suleiman:** I want to ask you something about the Amazon.

**Zaid:** Sure!

**Suleiman:** How is it so large?

**Zaid:** Hmm, there are two reasons. Firstly, it is located right at the equator. *(Showing a map)* Here, look at this map. It rains here almost every single day. Secondly, it is because of the shape of the land around the river. The river basin is like a saucer. When you pour water in a saucer, everything collects in the middle, right? Similarly, whenever it rains in the river basin, all the water flows into the Amazon River.

**Suleiman:** So, will you be walking along the river bank like we do at the beach?

**Zaid:** Ah! no no no, Suleiman. The Amazon River is surrounded by thick rainforests. The Amazon Rainforest is the largest in the world. The trees here are so close to each other that rainwater can sometimes take as long as ten minutes to reach the forest floor. There are no roads or bridges. So, we have to rely on packrafts, canoes and boats.

**Suleiman:** Wow! Tell me more about the Amazon. I am going to prepare questions on the Amazon for the quiz event at the club tomorrow.

**Zaid:** Well, I suggest you look it up in an encyclopedia and do some research on the Internet. I might not have a lot of time.

**Suleiman:** Please tell me a little more about the Amazon, and I'll leave you alone.

*(Zaid opens a few websites on his computer).*

**Zaid:** Well, here are some interesting facts about the Amazon.

*(Zaid points to the pictures on his computer screen).*

This, here, is the biggest tree in the Amazon Rainforest. It is called the Kapok Tree. This is the water lily of the Amazon. It has very large leaves that lie flat on the water.

**rainforest:** a dense, evergreen forest with heavy rainfall  
**canoe:** a light, narrow boat driven by paddles



Kapok tree



Water lily

**Suleiman:** How big are they?

**Zaid:** The Kapok Tree sometimes grows up to 200 feet. Also, water lilies with leaves as wide as 3 metres have been spotted by explorers. Sometimes, the lakes in the rainforest are covered by water lilies with not a spot of water visible. Look at this picture.



Water lily leaves

**Suleiman:** So, how will you get there and what are you going to do there?

**Zaid:** Well, we will be flying to Lima, the capital of Peru this Monday, and by this time next week, we will be **traversing** the rainforests in the Amazon basin.

**Suleiman:** Also, what about food? What have you planned?

**Zaid:** We are carrying limited food. Besides, there are over 3,000 varieties of fruits that grow in the rainforest, though only 200 of them are edible. Well, there will be difficulties, but that is what all the fun is about, Suleiman!

**Suleiman:** Are you taking your camera? Take pictures of the animals and birds in the rainforest. I am sure there would be quite a few of them.

**Zaid:** The Amazon is home to the largest number of animal and bird **species**, Suleiman! Look at this brochure. It lists some of the unique species found in the Amazon. You could use it for your quiz club.

**Suleiman:** Wow! These pictures are **spectacular**.

**traversing:** travelling through

**species:** a group into which animals or plants of the same kind are divided

**spectacular:** impressive, outstanding



Scarlet Macaw

It lives up to 60 years or more, and eats fruits and nuts.



Three-Toed Sloth

The laziest animal around, it sleeps for about 20 hours a day!



Anaconda

The largest snake on earth; it can even **gobble** up a jaguar.

Famous for its long, sticky tongue, which is used to catch insects for food; it can smell insects from afar and eats about 30,000 insects a day!

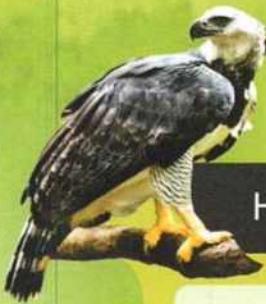
Giant Anteater



**Zaid:** I hope that I can spot these animals in the Amazon and take pictures.

**gobble:** eat hastily





Harpy Eagle

The most powerful eagle in the world; it has claws that are longer than those of a grizzly bear.



Toucan

The loudest bird in the Amazon; it is famous for its oversized, colourful beak called a bill.



Jaguar

The largest cat in America; it is the symbol of the rainforest.



Poison Dart Frog

The most poisonous creature on earth; it is very brightly coloured and **oozes** poison through its skin.

*(Suleiman looks at the pictures for a while, then something beside the table catches his attention).*

**Suleiman:** What is that?

**ooze:** let out a liquid slowly and in small quantities

**Zaid:** That is a fishing **gear** for the expedition. We will try to catch fish. There are over 300 different types of fish in the river. Do you remember the programme we watched on television, where you saw piranhas, the flesh-eating fish? They are found in the Amazon.

**Suleiman:** Wow! Amazing!

*(Suleiman and Zaid's mother walks in).*

**Mother:** Zaid, Joe had called. The 20 bottles of medicated cream that you ordered have been delivered at the office.

**Zaid:** Oh thanks, Ma. I was wondering why he had not called me yet.

**Suleiman:** *(amazed)* That many? But why?

**Zaid:** Suleiman, the insects in the Amazon are going to give us a bad time.

We will be dealing with scorpions and ticks! Besides, there are two million other species of insects found there, not forgetting the spiders! Here, look at this website. *(Suleiman reads the website)*

**Suleiman:** Two million species!

*(Zaid opens a page on his computer. Suleiman looks at it and reads it).*

**Suleiman:** For how long will you be gone?

**Zaid:** Well, when we get back, we will have been travelling for over a year. That is what we think. It won't be an easy trip, but we will have made a dream come true.

**Suleiman:** Of course, Zaid. I will be so proud of you!

*(Suleiman goes back to reading and looking at the pictures on the computer).*

**gear:** tools used for a particular activity



## Get Going

A. Let us find the answers from the text.

1. Fill in the blanks with the correct options.

(a) The Amazon River is almost \_\_\_\_\_ kilometres long.  
i) 3,400      ii) 5,900      iii) 6,400      iv) 6,200

(b) The Kapok Tree grows up to \_\_\_\_\_ feet at times.  
i) 200      ii) 250      iii) 300      iv) 150

(c) Over \_\_\_\_\_ varieties of fruits grow in the Amazon Rainforest.  
i) 2,000      ii) 3,500      iii) 200      iv) 3,000

2. Answer these questions.

(a) Name the countries through which the Amazon river flows.

(b) What surrounds the Amazon river?

(c) Why is Zaid planning to carry several bottles of medicated cream with him?

B.  Let us read between the lines.

1. Why do you think there are so many species of birds and animals in the Amazon forest?
2. What is Zaid's dream?

C.  Let us go beyond the text.

'Well, there will be difficulties, but that is what all the fun is about, Suleiman!' What does this tell us about Zaid?





## Listening and Speaking Junction

Listen to the conversation between two friends and complete the table.

Name of the Person	Place Visited	Activity	Food

Now it's your turn.

Based on what you heard, work in pairs and prepare an expedition plan. Present the plan to the class.

You could talk about:

- the location and climate of the place
- the vegetation of the place
- the interesting animals or things at the location
- the items one has to carry along (food, medicines, bedding, and clothes)
- the precautions that need to be taken
- the dangers in the location
- the activities one can enjoy at the location



## Vocabulary Junction

Look at these sentences from the text.

The Amazon originates from the Andes Mountains and drains into the Atlantic **Ocean** ... It is almost like a **sea**, you cannot see one riverbank from the other.

Look at the words in bold. They both have similar meanings. **Sea** is, therefore, a synonym of the word **ocean** and vice versa. A **synonym** is a word that has the same or a very similar meaning as another word.

**Examples:**

- *mandatory – compulsory*
- *wide – broad*
- *observe – notice*
- *similar – alike*



Explain that though the words **ocean** and **sea** are used synonymously, there is a slight difference between them.  
Encourage children to use a dictionary and understand the difference.

On the other hand, a word that means the opposite of another word is called an **antonym**.

**Examples:**

- *apart – together*
- *cheap – expensive*
- *shallow – deep*
- *simple – complex*

1. Match the synonyms.

(a) desire	difficult
(b) naughty	cheerful
(c) hard	wonderful
(d) happy	wish
(e) great	mischiefous

2. Find the antonyms of these words from the text.

**nibble**    **invisible**    **common**    **reality**    **inedible**

3. Read the short report on the Amazon given below.

The Amazon is a great place for an **exciting** adventure expedition. It is the largest river in the world. It is **located** right at the equator. The Amazon is surrounded by a **thick** rainforest. There are no roads or bridges in the forest. Explorers have to **rely** on packrafts, canoes and boats to travel across the Amazon. The Kapok Tree is the biggest tree species in the Amazon Rainforest. The Amazonian water lily has very large leaves. Water lilies with leaves as wide as 3 metres have been **spotted** by explorers. There are over 3,000 varieties of fruits that grow in the rainforest.

Replace the words in bold in the passage above with their synonyms from the box and complete the report given below.

depend      dense      situated      sighted      thrilling

The Amazon is a great place for a \_\_\_\_\_ adventure expedition. It is the largest river in the world. It is \_\_\_\_\_ right at the equator. The Amazon is surrounded by a \_\_\_\_\_ rainforest. There are no roads or bridges in the forest. Explorers have to \_\_\_\_\_ on packrafts, canoes and boats to travel across the Amazon. The Kapok Tree is the biggest tree in the Amazon Rainforest. The Amazonian water lily has very large leaves. Water lilies with leaves as wide as 3 metres have been \_\_\_\_\_ by explorers. There are over 3,000 varieties of fruits that grow in the rainforest.



## Phonics Junction

Look at these sentences from the text.

**Suleiman:** How is it so large?

**Suleiman:** I am going to prepare questions on the Amazon for the quiz event at the club tomorrow.

The letters **ow** can be pronounced in two different ways. It can either be pronounced as in the word **how** or as in the word **tomorrow**.

Let us look at some more words with **ow**.

Pronounced as in how	Pronounced as in tomorrow
cow	bow ( <i>verb</i> )
down	now
crowd	shower
	snow
	grow
	blow
	bow ( <i>noun</i> )
	know
	crow



Listen to the words. Sort them into two columns as shown above.



## Grammar Junction

Look at the following sentence from the text.

He was **going to** travel across the largest river in the world!

Here, **going to** is used to talk about the future event of Zaid travelling across the Amazon river. We can talk about the future in different ways. It depends on what we want to talk about. It could be about:

- **plans:** *We are going to travel along the length of the Amazon.*
- **predictions:** *The weather is cloudy so they might cancel the match.*
- **an action in the near future:** *Zaid is about to go on an adventure.*
- **a routine or continuous action over a length of time in the future:** *We will be travelling up to ten miles a day on foot.*
- **an action that will continue to happen at a particular time in the future:** *This time next week, we will be traversing the rainforests in the Amazon.*
- **an action that will / will not be completed at a specific point in time in the future:** *The next time you meet us, we will have made a dream come true.*

- an action that will start in the future and continue up to a particular time in the future: *When I get back, I will have been travelling for over a year.*

1. Select the appropriate option from brackets to complete each sentence.

- If Manoj falls ill, we \_\_\_\_\_ (*might have to change/will have changed*) our plans.
- I \_\_\_\_\_ (*will be finishing/will have finished*) my homework by 5 o'clock.
- We are \_\_\_\_\_ (*will be learning/going to learn*) about the Amazon Rainforest today.
- They \_\_\_\_\_ (*will have been going/are about to go*) out for dinner in half an hour.
- Ritesh is going to the Himalayas. He \_\_\_\_\_ (*will be trekking/will have trekked*) many miles!

2. Complete the conversations using going to and the clues given in brackets. One has been done for you.

**Sheena:** What are you doing this weekend?

**Rima:** (*grandmother's house*) I am going to my grandmother's house.

- Joe:** What are all those pots and plants for?  
**Mother:** (*build, garden*)
- Father:** Why are you taking that big bag?  
**Mother:** (*buy, vegetables*)
- Raju:** Can I borrow your colouring pencils?  
**Swati:** (*no, art exam*)
- Yugansh:** Tarun, are you not coming for Shyam's birthday party?  
**Tarun:** (*yes, but first, gift*)

3. Use will/won't and the clues given in brackets to make predictions about the future. One has been done for you.

(a) **Shriya:** The teacher is in a good mood. (*class, think*)  
I think the English class today will be a lot of fun.

(b) Ramya looks tired. (*race, probably*)

(c) We worked very hard. (*trophy, hope*)

(d) It is cloudy. (*rain, think*)

(e) The roads are bad. (*trip, think*)



## Writing Junction

Suleiman has created this **fact file** on the Amazon based on the detailed information he collected from the Internet, the encyclopaedia and his brother. He plans to use it for his quiz club!

### Amazon River Fact File

- Largest river in the world located in South America
- Originates from the Andes Mountains and drains into the Atlantic Ocean
- Flows through five countries: Peru, Brazil, Venezuela, Ecuador and Bolivia
- Almost 6,400 kilometres long
- River basin shaped like a saucer
- 300 different types of fish found



Amazon river

Now, pick a place of your choice and create a similar fact file on it.



### Get Set

The spring season comes after winter and before summer. It lasts for a short while, but is one of the most beautiful seasons of the year. The colourful festival of Holi marks the beginning of spring.

What are some of the things you like to do in spring?





## Reading Junction

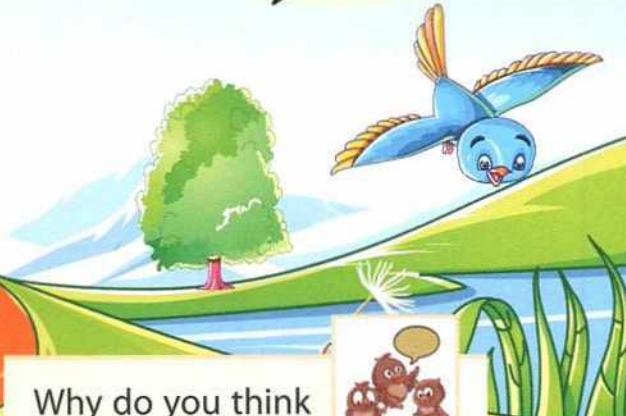
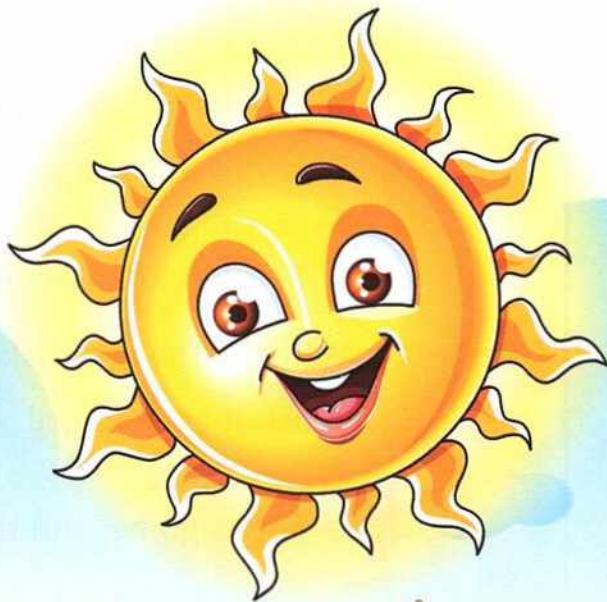
Let us read a poem wherein plants and animals are telling everyone that spring is round the corner.

Oh, the sunshine told the bluebird,  
And the bluebird told the **brook**,  
That the **dandelions** were peeping  
From the **woodland's** sheltered **nook**.  
Then, the brook was **blithe** and happy,  
And it babbled all the way,  
As it ran to tell the river  
Of the coming of glorious May.

Soon, the river told the meadow,  
And the meadow told the bee,  
That the tender buds were swelling  
On the old chestnut tree.

And the bee shook off its sleep,  
And spread each yellow wing,  
As it flew to tell the flowers  
Of the coming of Spring.

— Anonymous



Why do you think  
everybody is so  
happy?



**brook:** a small stream

**dandelions:** daisies

**woodland:** forest

**nook:** a small hidden place

**blithe:** light-hearted



## Get Going

A. Let us find the answers from the poem.

1. What did the sunshine tell the bluebird?
2. Why did the brook babble all the way?

B.  Let us read between the lines.

1. Why did the bee shake off its sleep?
2. What does the word 'sheltered' in the fourth line of the poem mean?

C.  Let us go beyond the poem.

Spring symbolises rebirth. Which stanza of the poem reflects this? How?



## Listening and Speaking Junction

Listen to the passage and add details to the picture.



Now, share a personal anecdote of an incident that happened to you in a particular season. You can begin like:

*It was a foggy winter morning. It looked like a dream land ...*



## Vocabulary Junction

Look at these lines from the poem.

Oh, the **sunshine told** the bluebird,  
That the **dandelions** were **peeping**

We know that **sunshine** and **dandelions** are inanimate objects. But the poet has given human qualities to them: sunshine **told** the bluebird; dandelions were **peeping**. These are examples of personification.

**Personification** is a literary device in which human characteristics or attributes are given to animals, birds or objects. These characteristics could be human emotions, gestures, thoughts or actions.

Writers use this technique to help readers understand the thoughts of an animal or an inanimate object. We, as human beings, can relate better to inanimate objects when they are personified. Hence, we gain better understanding of the written piece.

There are a few more instances of personification in the poem. Can you find them?

Read these sentences and answer the questions that follow.

1. The sun beat down on us while we were swimming.

What is being personified?

---

What human trait is given to the personified object?

---

2. The dusty book cried for attention.

What is being personified?

---

What human trait is given to the personified object?

---

3. I think that the chocolate pastry is calling out my name!

What is being personified?

---

What human trait is given to the personified object?

---



Look at these lines from the poem.

And the bluebird told the **brook** ...

**Soon** the river told the meadow

The pair of letters **oo** can be pronounced in two different ways.

It can either be pronounced as a **short u**, as in the word **brook**, or as a **long u**, as in the word **soon**.

Let us look at some more words with the letters oo.

Short u	Long u
foot	food
took	tool
cook	cool

Short u	Long u
hook	fool
wood	pool
look	loop

Now, read these sentences. Circle the oo words that have the short u sound and underline the oo words that have the long u sound.

1. I didn't wear the right boots to school.
2. The crook shook his head and pulled down his hood.
3. I thought I saw someone flying on a broomstick! It was spooky.
4. My tooth hurts. Let me have some mushroom soup. Please pass me the spoon.
5. Manju told Radha that she looked good.
6. The cook stood in the corner.

## Grammar Junction



Look at these lines from the poem.

As it ran **to tell** the river ...

As it flew **to tell** the flowers

- **To tell** explains why the brook and the bee ran.
- **Tell** is a verb.
- We often use **to + verb** when we talk about a plan, a wish or a reason.

This **to + verb** form is called the **infinitive** form of the verb.

**Examples:**

*I want **to write** a novel. (wish)*

*I was called by the teacher **to sing** the prayer. (reason)*

*I am going **to swim** all evening. (plan)*

1. Identify and underline the to infinitive in each of these sentences. State whether it is talking about a reason, a plan or a wish.
  - (a) My friend is coming over to my house **to complete** our maths project.

(b) I am wearing a sweater to keep myself warm.

(c) I am going to my grandma's place to meet all my cousins.

(d) Sheena told her mom that she wanted to go to Pizza Point for lunch.

(e) They made sandwiches to take to the movie theatre.

2. Fill in the blanks with the appropriate verbs from the box. Use the verbs in the simple present tense or in the infinitive form.

go      cook      eat      climb      meet      buy      submit      visit

(a) You must \_\_\_\_\_ the assignment tomorrow.

(b) You have \_\_\_\_\_ uphill to see the entire city.

(c) You can \_\_\_\_\_ to the market in the evening.

(d) Manav had \_\_\_\_\_ his old friend in Delhi.

(e) We should \_\_\_\_\_ gifts for everyone.

(f) My mom had \_\_\_\_\_ for a dozen guests.



## Writing Junction

In the poem, the sunshine tells the bluebird, who tells the brook, who tells the river, who tells the meadow, who tells the bee, who tells the flowers of the coming of spring.



Add another four lines to the poem to explain what happens after the flowers come to know of the coming of spring. Maybe they tell the breeze that May is on its way? Once you have written the lines, recite them in class.



## Get Set

Look at these pictures. What do you think of these children?



Who do you think is a spoilt child? Tick (✓) the correct answer.

1. Someone who is disobedient
2. Someone who does not care for others
3. Someone who hurts others
4. All of the above





Do you think some of the children in the above pictures are spoilt? Why or why not?





## Reading Junction

Now, let us read the story of Bukka, a spoilt elephant calf.

In a dense forest, there are no wicked animals. Everyone lives in harmony.

There are flowers and butterflies, bees and snails, squirrels and rabbits, and a herd of elephants!

Bukka is an elephant calf. There are seven or eight calves in his herd. One can easily **tell him apart** because of a white mark on his forehead.

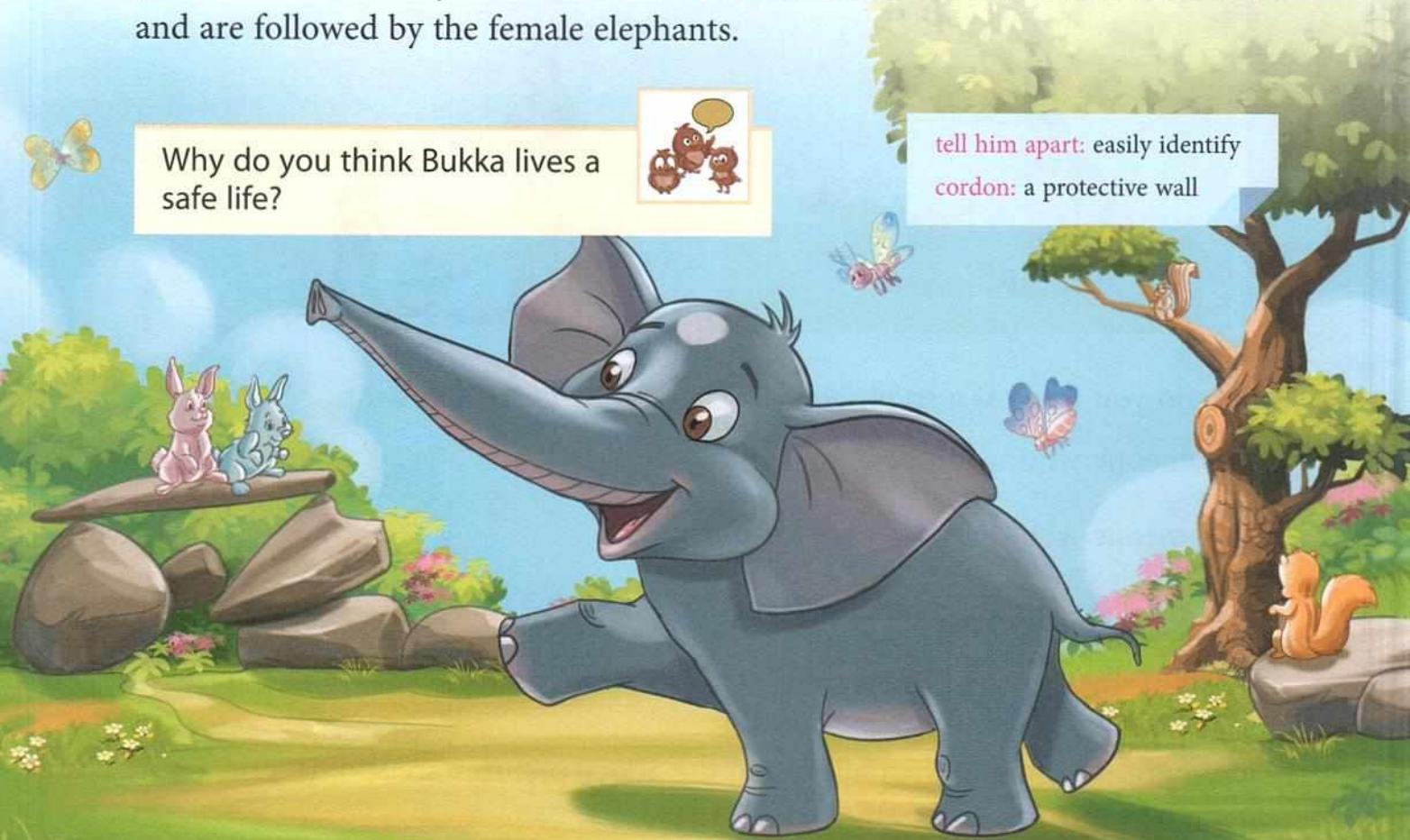
Elephants with white marks on their foreheads become leaders of the herd. So, perhaps Bukka is loved a little more than the others.

Bukka lives a safe life, roaming the jungle with his mother and the other elephants. Elephants roam, eat and live together. When they move from one place to another, they build a natural **cordón**. Calves move about in the centre and are followed by the female elephants.

Why do you think Bukka lives a safe life?



**tell him apart:** easily identify  
**cordón:** a protective wall



The leader of the herd leads the cordon.

The leader of the herd is a tusker – **looming** large and powerful. Everyone in the forest fears and respects him.

Bukka **looks up to him** and dreams of growing up to be a leader one day.

Bukka and all his friends are allowed to go here and there a little but not afar. The older elephants teach the young elephants the rules of the jungle.

‘It is very important to learn how to live in harmony,’ the elders tell them time and again.

Bukka listens **half-heartedly**.

‘Never break a branch of a tree without checking, even if you are **dying to eat** the fresh juicy leaves,’ the elders say.

‘Wait; there may be chicks and eggs of some birds. They might fall and die. If you are not careful, the birds will never be your friends. Never break branches with flowers on them ... ,’ the elders continue. Bukka looks here and there.

He wants to escape from this lecture.

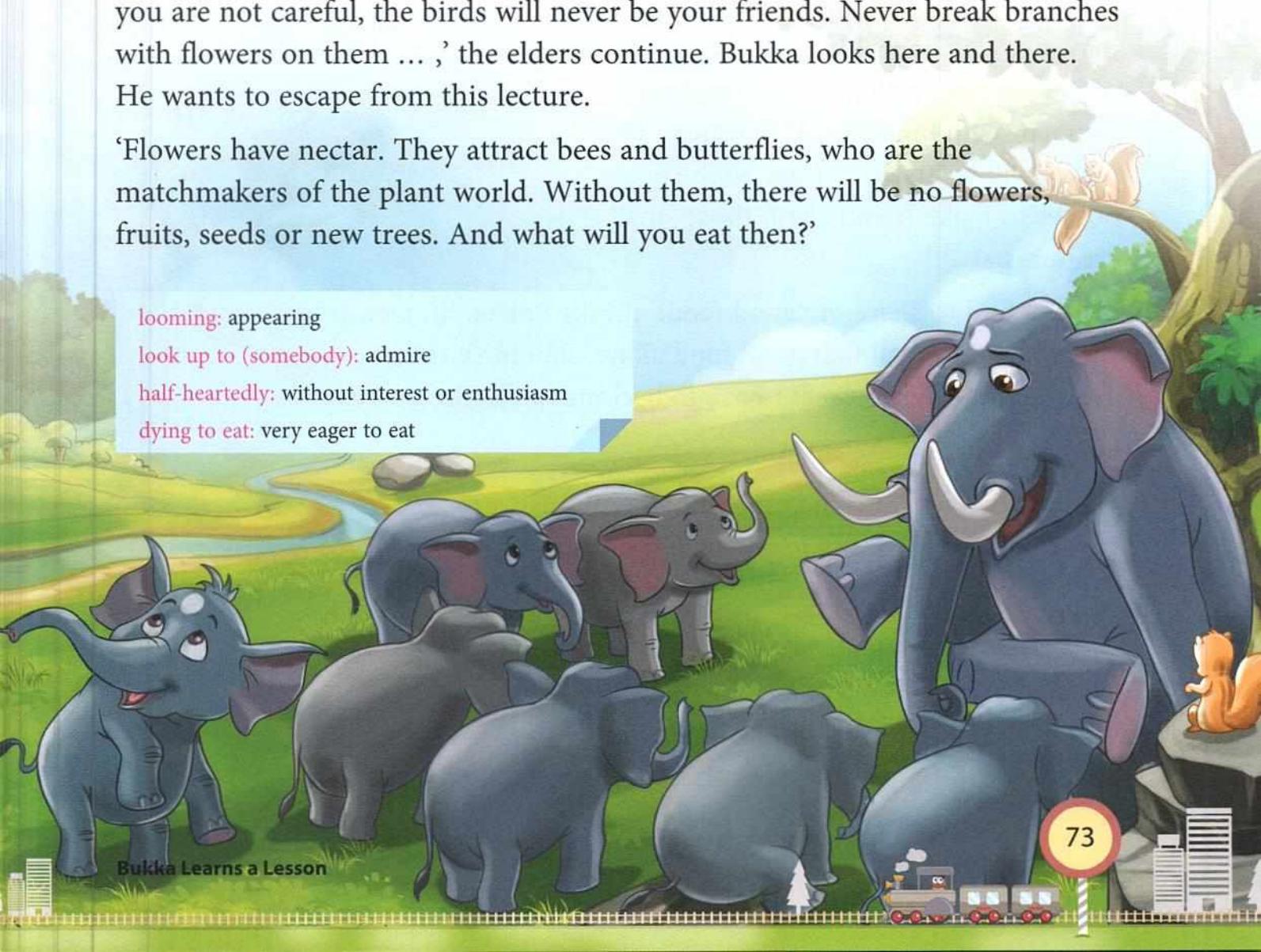
‘Flowers have nectar. They attract bees and butterflies, who are the matchmakers of the plant world. Without them, there will be no flowers, fruits, seeds or new trees. And what will you eat then?’

**looming:** appearing

**look up to (somebody):** admire

**half-heartedly:** without interest or enthusiasm

**dying to eat:** very eager to eat



But Bukka does not listen. 'Remember, you are all big animals,' the elders warn, 'so, when you sit or lie down on the ground, you must watch out for snails. See that you don't crush them with your weight, as they tell you when the floodwater enters the forest.'



'Check for baby squirrels in the hollows of trees when you shake their branches to pick the fruits. These animals in turn will be the first ones to give you news of dangers like fire.'

'When you get news of good food,' the elders continue, 'you must not eat alone. You must inform others. And if any member of the herd faces danger, everyone must rush to help. Remember that you face danger if you are alone. So, learn to live together.'

The young elephants **listen with rapt attention**. Only Bukka does not like to listen to all this. He knows that come what may, one day he will become the leader of the herd. He will grow into a huge elephant with big tusks. Everyone in the jungle will be afraid of him. So, he doesn't bother to make friends with those small creatures at all!



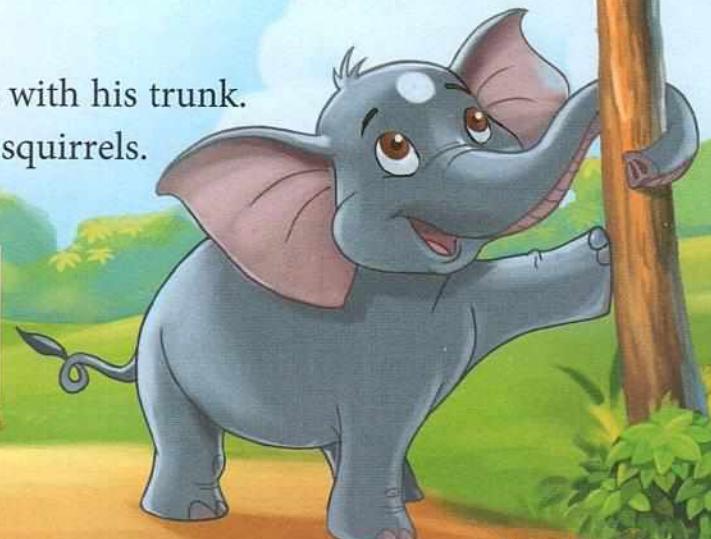
listen with rapt attention:  
listen carefully

'Am I a fool to share my good food!' thinks Bukka. 'In fact, I should be eating all that good food alone, shouldn't I? I have to grow up quickly, you see! I have to become the leader one day.'

So, Bukka breaks the rules.

He squirts water into the rabbit holes with his trunk.  
He shakes the trees and frightens the squirrels.

What do you think the leader of the herd will do to teach Bukka a lesson?



He plucks the flowers. He breaks branches and scares the butterflies and birds.

All the animals are tired of his mischief. One day they complain to the leader of the elephant herd, 'Please do something! Bukka is becoming very naughty!'

The leader hears them out and realises that naughty Bukka needs to be taught a lesson.

That night, as always, Bukka goes to sleep next to his mother. But in the morning he gets a surprise. He finds himself alone on the banks of a small pool. Bukka gets to his heels and searches near the pool. There is no sign of the elephant herd! He lifts his trunk to catch the smell floating in the breeze.

No, no luck there. He feels frightened. After some time, he starts crying.

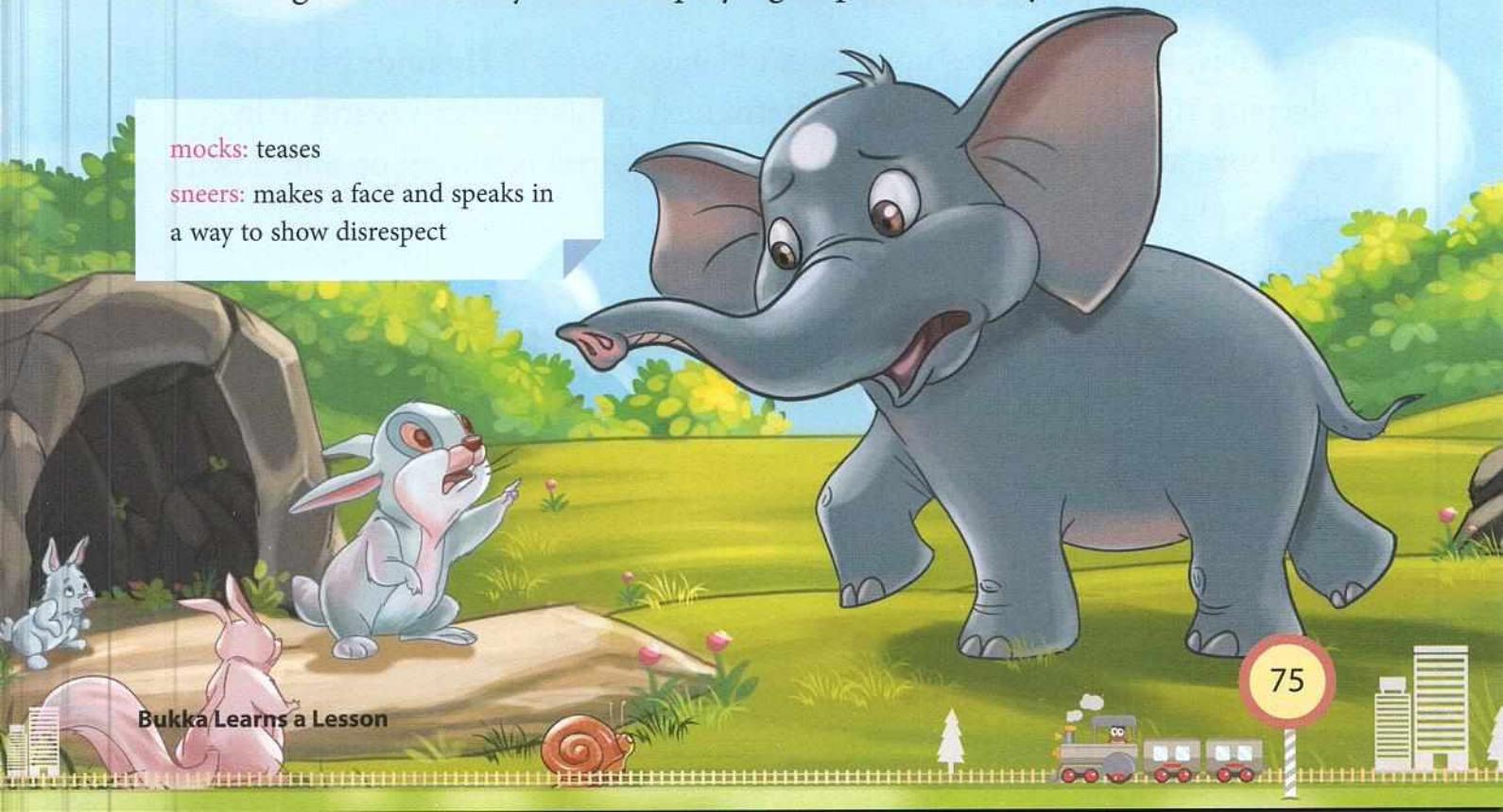
'What will happen now? Where will I find my parents in such a huge and dense forest?' he sighs. Just then, he sights a squirrel on the *neem* tree and calls out, 'Do you have any news of my herd?'

'Don't you remember how you pulled the tails of my babies and hurt them?' **mocks** the squirrel. 'Have you forgotten how you shook the branches and made us fall? Serves you right! Now, stay alone!' the squirrel **sneers** and goes away.

Bukka gets very angry. He goes further into the forest and meets a baby rabbit in the tall grass. The baby rabbit is playing hopscotch all by himself. When

**mocks:** teases

**sneers:** makes a face and speaks in a way to show disrespect



he sees Bukka, he **scurries** into his burrow. The mother rabbit comes out and glares at Bukka with red angry eyes.

‘Do you know where my parents are?’ Bukka asks a little timidly.

‘No, I don’t know. Wouldn’t tell you even if I did,’ says mother rabbit sternly. ‘Don’t you remember how you poured water down our hole? We nearly died. Now you see how it feels! Serves you right!’

Bukka feels miserable and regretful. As he goes down the jungle road, he meets the colourful butterflies flitting around the pink blossoms of the *Kanchan* tree. ‘O butterflies, sweet butterflies, can you tell me which way the elephants went?’ asks Bukka meekly.

‘See how sweetly he speaks today! Wasn’t it just the other day that he broke the branches and drove us away?’

Bukka waits **in vain** for an answer.

Bukka’s **crestfallen** face makes the sparrows crackle in laughter. ‘Serves him right!’ The frog croaks, ‘From now on, Bukka will have to remain alone.’ All the creatures who had a **grudge** against Bukka start a chorus: ‘Bukka is naughty! Bukka is wicked! Everybody has left Bukka!’

Bukka starts crying. He **cries his heart out**. Finally, he gets tired and falls asleep, sobbing beside the pool.

Next day, when he wakes up, he **can’t believe his eyes**! He finds himself sleeping right in the middle of his herd, next to his mother’s warm belly. He looks at the *neem* tree in front. Yes, the squirrel is flitting up and down the trunk!

‘Was it a dream?’ Bukka thinks to himself.

From that day on, no one has complained about Bukka ever again.

– Dipanwita Roy

**scurries:** moves quickly with small steps

**grudre:** a strong feeling of anger or dislike

**in vain:** without result

**cry one’s heart out:** cry a lot

**crestfallen:** sad and disappointed

**can’t believe his eyes:** is surprised and shocked



## Get Going

A. Let us find the answers from the story.

1. Who was Bukka? Why was he loved a little more than others in his group?
2. 'Bukka looks up to him and dreams of growing up to be a leader one day.' Who did Bukka look up to?
3. Why did Bukka listen half-heartedly when the elders tried to teach the rules of the jungle?
4. Tick (✓) the correct rules of the jungle and cross (✗) the wrong ones.
  - (a) The elephant calves are allowed to wander afar.
  - (b) Never break the branch of a tree without checking for birds' nests.
  - (c) One can break branches with flowers.
  - (d) One must be careful not to crush small animals with one's weight.
  - (e) One must check for baby squirrels in the hollows of trees before shaking their branches to pick fruits.

B.  Let us read between the lines.

1. Do you think the other animals were happy seeing Bukka lost and miserable? Give reasons to support your answer.
2. What was Bukka trying to do as he lifted 'his trunk to catch the smell floating in the breeze'?
3. Why did Bukka speak meekly to the butterflies? What does this tell us about Bukka?



C. Let us go beyond the story.

Do you think the other animals did the right thing by not helping Bukka when he was in trouble? Give reasons for your answer.



## Speaking Junction

If you have a friend like Bukka, what will you do to make her or him understand that it is bad to break rules and that one needs to be more kind and loving towards others? Would you play a trick on your friend or would you talk to her or him directly?

Come up with an interesting plan and share it with everyone.



## Vocabulary Junction

Look at this sentence from the story.

‘Remember, you are all big animals,’ the elders warn, ‘so, when you sit or lie down on the ground, you must **watch out** for snails.’

**Watch out** consists of the verb **watch** and the preposition **out**. When these two words are used together, they convey a special meaning: *to be careful*. Such word combinations are called **phrasal verbs**.

**Examples:**

**Watch out!** There is a sharp turn ahead.

The bank manager asked the employees to **watch out** for forged notes.



Here are two more phrasal verbs from the story that contain the preposition out. Write situations where these phrasal verbs can be used according to their meanings.

Phrasal Verb	Meaning	Situation
call out	to shout something, particularly to get someone's attention	
hear out	to listen to someone till the end without interruption	



Explain to the learners that phrasal verbs sometimes take objects between the verb and the preposition.

Example: hear me out

1. Fill in the blanks using the appropriate forms of the phrasal verbs watch out, call out, hear out and check out.
  - (a) Anna did not hear Sam \_\_\_\_\_ her name.
  - (b) Minal \_\_\_\_\_ the book carefully before she decided to buy it.
  - (c) Priyanka would have slipped on the banana had Rakesh not asked her to \_\_\_\_\_.
  - (d) \_\_\_\_\_ my side of the story first and then come to any conclusion.
  - (e) I asked her to \_\_\_\_\_ for the speeding car, but she could not hear me \_\_\_\_\_ her name.

2. Use a dictionary to find the meanings of these phrasal verbs. Use them in sentences of your own.

hang out      figure out      pass out      stand out      keep out



## Phonics Junction

Look at these sentences from the story.

The leader of the herd is a tusker – looming large and powerful.

All the creatures who had a grudge against Bukka start a chorus.

The letter **g** in **large** and the letters **dge** in **grudge** are pronounced in the same way.

Let us look at some more examples.

<b>g</b>	<b>dge</b>	<b>g</b>	<b>dge</b>
giant	bridge	gem	edge
giraffe	badge	general	gadget
gym	knowledge	cage	budget



Listen to the sentences your teacher reads out. Write them down in your notebook. Then, circle the **g** and **dge** words and read them aloud.



## Grammar Junction

Look at this sentence from the story.

‘If you are not careful, the birds will never be your friends.’

The sentence has two parts:

**First:** If you are not careful

**Second:** the birds will never be your friends

The first part of the sentence is a clause that begins with **if**. The clauses that begin with 'if' and state a condition are called **if clauses**. The other clause is the main clause. It states the possible outcome of the condition mentioned in the if clause.

The if clause is in the simple present tense and the main clause is in the simple future tense. If we place the if clause at the beginning of a sentence, we add a comma after it.

**Examples:**

*If it rains, the roads will be muddy.*

*The roads will be muddy if it rains.*

1. Complete these sentences based on the story.

(a) If you break branches with flowers, \_\_\_\_\_.

(b) If the big animals are not careful while sitting down, \_\_\_\_\_.

(c) If the animals find food, \_\_\_\_\_.

(d) If there are no butterflies, \_\_\_\_\_.

(e) If there is fire in the forest, \_\_\_\_\_.

2. Complete the following sentences using appropriate if clauses.

(a) \_\_\_\_\_, I will not get wet in the rain.

(b) \_\_\_\_\_, you will fall down.

(c) \_\_\_\_\_, the road will be blocked.

(d) \_\_\_\_\_, I can play with my friends.

(e) \_\_\_\_\_, we can have a bonfire.



## Writing Junction



Listen to the rules that must be followed at different places in school. Identify each of the places and write down any one rule that must be followed at each place.

Place	Rule
1.	
2.	
3.	
4.	
5.	

What rules do you follow in your classroom? Discuss with your partner and come up with a list of dos and don'ts for your class. Make a chart and put it up on the wall.

**Example:**

### Don'ts

1. Do not throw waste paper and pencil shavings on the floor. Use the litter bin.
2. Do not write on the benches, desks and chairs.

### Dos

1. Raise your hand if you want to say something while your teacher is teaching.
2. Switch the fans and lights off when you leave the classroom.



Classroom rules, playground rules and lunchtime rules can also be included in this activity.



### Get Set

Have you ever given away one of your favourite possessions to someone else? Why?

Has anyone ever given away one of their favourite possessions to you because you liked or needed it? How did you feel when you received it?



### Reading Junction

Georgie is a young hardworking boy. Let us read how he helps his sickly mother.

Poor little Georgie and his sick mother  
Had nothing for fire during a **harsh** winter.  
Dried sticks and twigs from under the trees  
Was all that the poor boy could gather.

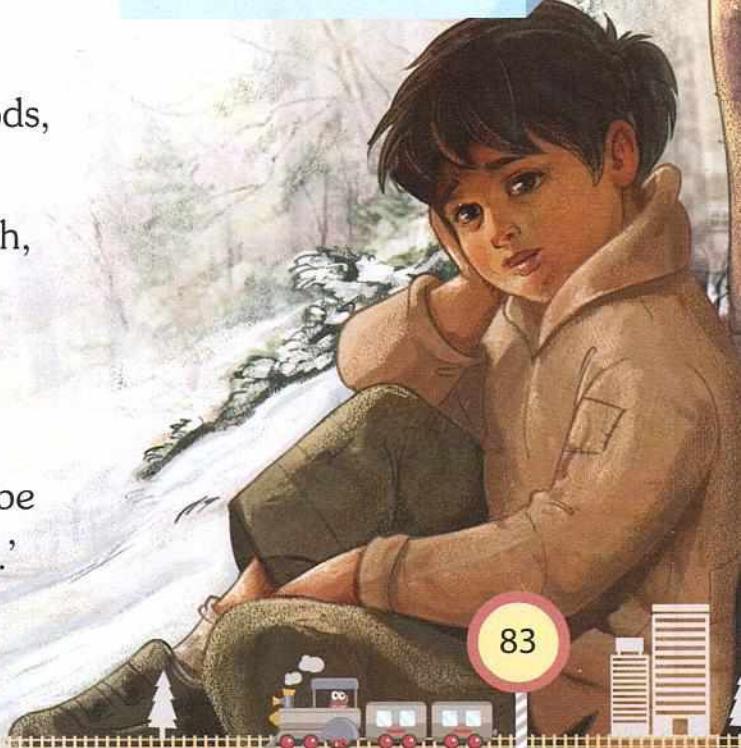
So one fine day, he went out to the woods,  
To cut and axe some firewood.  
Georgie worked hard till the sun was high,  
Then under the tree did Georgie lie.

Where covered in **moss** he did find  
**Scarlet** berries red and wild.  
Thought Georgie, 'How good these will be  
On buttered bread, I wish I had with me.'

**harsh:** cruel or severe

**moss:** tiny green-coloured wild plants, that spread over damp surfaces, rocks, walls and stones

**scarlet:** red



He set to work saving the ripe red ones,  
In a **makeshift** cap made of leaves.  
By the river he sat to taste them;  
Took one, but stopped and thought of mom.

'Should I save them?' he asked with a sigh,  
Looking at them with a **longing eye**.

Georgie then decided to go half and share,  
And not to eat all of them there.

Loving son that he was,  
Georgie bit but a single one  
And wrapped the rest for his sick mom,  
And hungrily started back for home.

As he neared his thatched hut,  
Less to have them he felt.  
'Had I eaten would I ever **sense**,' said he,  
'Half this wave of happiness?'

– *Anonymous*

**makeshift:** something to be used only for a short time

**longing eye:** desire

**sense:** feel



## Get Going

A. Let us find the answers from the poem.

1. Answer the following questions.
  - (a) Why did Georgie go to the forest?
  - (b) Till what time did Georgie work?
  - (c) Where did Georgie find the scarlet berries?

2. Read the following sentences. Write T for true and F for false.

- (a) Georgie wanted to eat the scarlet berries when he found them.
- (b) Georgie had buttered bread with him.
- (c) Georgie kept the berries in a small basket.
- (d) Georgie's mother was not well.

B.  Let us read between the lines.

1. Why was the winter described as 'harsh'?
2. Why was Georgie 'a loving son'?
3. What does the phrase 'wave of happiness' mean?

C.  Let us go beyond the poem.

If you were in Georgie's place, would you have eaten the berries?





## Listening and Speaking Junction

Listen to the passage and answer the following questions.

1. Who is Meena's favourite family member? Why?
2. Who does Arun love the most in his family?
3. Why does Kartik miss his favourite family member? Who is it?
4. Who does Dasmeet visit during her summer holidays? Why?

Who's your favourite in your family? Why do you like him/her so much? Tell the class about your favourite family member.

**Example:**

*My favourite family member is my grandfather. He is an excellent storyteller and tells many bedtime stories to me.*



## Vocabulary Junction

You learned about **alliteration** in grade 4. Let us learn more about it.

Look at these lines from the poem.

Thought Georgie, 'How good these will be  
On **buttered bread**, I wish I had with me.'

The **b** sound is repeated in the words in bold. Poets use this literary device to make a poem more musical or to lay emphasis on certain words in the poem.

The use of the same consonant sound at the beginning of words that are close together is called **alliteration**.

**Examples:**

*Peter Piper picked a peck of pickled peppers.*

*The quick cat climbed the wall carefully.*

*Lucky loves to look at lions in the zoo.*



1. Read the poem once again and list all the instances of alliteration you can find.
2. Check if the following sentences are examples of alliteration. If they are, underline the words in which the consonant sounds are repeated.
  - (a) Adam ate the apple.
  - (b) The giant was locked in a jar.
  - (c) The audience clapped and cheered.
  - (d) Som played the guitar.
  - (e) Bats and balls are lying in the box.



## Phonics Junction

Look at these lines from the poem.

On **buttered** bread, I wish I had with me ...

Took one, but **stopped** and thought of mom ...

Georgie then **decided** to go half and share ...

When we write a word in the past tense, we generally add **-ed** to the word.

**-ed** can be pronounced in three different ways:

In words ending in **p, k, soft th, f, s, sh** and **ch** sounds, **-ed** is pronounced as **t** as in the word **stopped**.

In words ending in **b, g, hard th, v, z, zh, j, m, n, ng, r, l, x, y** sounds, **-ed** is pronounced as **d** as in the word **buttered**.

And, in words ending in **t** or **d** sound, **-ed** is pronounced as **id** as in the word **decided**.

Let us look at some more words ending with -ed.

Pronounced as 't'	Pronounced as 'd'	Pronounced as 'id'
talked	played	shouted
barked	tried	treated
danced	climbed	offended
jumped	tickled	defended

Make sentences with the past forms of the verbs in the box. Read the sentences aloud.

talk	play	shout	try
dance	climb	jump	pick
divide	mix	jog	fix
pat	brush	buzz	heat



## Grammar Junction

Conjunctions are joining words that join clauses or sentences.



### Recap

You already know about conjunctions like **and, but, or, because, so, as, since, after, before, when** and **while**.

Now, let us learn about a few more conjunctions.

**Till** and **until** refer to a point in time.

- *Georgie worked till the sun was high.*
- *I am not allowed to play until I finish my work.*

**Though** and **although** contrast two things.

- **Though** he wanted firewood, he could only collect some sticks and twigs.
- **Although** my mother was angry, she could not stop laughing at my joke.

**If** and **unless** talk about a condition in a sentence.

- **If** I work hard, I will get good marks.
- **Unless** I work hard, I will not get good marks.

1. Fill in the blanks with the correct conjunctions given in the box.

unless	but	or	although	so
until	after	before	when	while

- (a) Make hay \_\_\_\_\_ the sun shines.
- (b) Call me \_\_\_\_\_ you leave for football practice.
- (c) \_\_\_\_\_ her mother fixed the toy, she was still crying.
- (d) We shall have dessert \_\_\_\_\_ the meal.
- (e) The play is long \_\_\_\_\_ good.
- (f) The party won't begin \_\_\_\_\_ everyone arrives.
- (g) You could go to the park \_\_\_\_\_ watch the movie. There is no time for both.
- (h) Shikha will not go to the supermarket \_\_\_\_\_ you accompany her.

2. Complete the story by filling in the blanks with the conjunctions given in the box. You may use a conjunction more than once.

and	so	although	though	unless	till	until	since
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Georgie \_\_\_\_\_ his mother lived in a village near the forest. \_\_\_\_\_ they were poor, they were very happy. As winter set in, cold winds had started blowing. Georgie realised that \_\_\_\_\_ someone went to the

forest, they would not get any firewood to keep the hut warm. \_\_\_\_\_ his mother was sick, Georgie decided to go alone. He worked hard \_\_\_\_\_ afternoon. He soon felt tired. He decided to rest under a tree. To his delight, he found juicy berries under the tree. \_\_\_\_\_ Georgie craved for the berries, he did not eat them. He felt that if he gave them to his mother, she would be happy. \_\_\_\_\_ he packed the berries in a leaf \_\_\_\_\_ started for home. He kept them safe \_\_\_\_\_ he reached home.



## Writing Junction

Who do you look like? All of us look like someone or the other in our families. Do you look like your mother or father? Or, do you look like your grandparents or any other close relative?

Write a paragraph describing your resemblance to your family members.

**Example:**

*Everyone says that I look like my mother. I have straight hair like her and my lips are exactly like hers. However, I have my father's forehead and eyes. I am tall just like my parents.*

Here are some words that you can include in your description.

<b>hair</b>	short, straight, wavy, curly, silky, black, brown, soft, dry
<b>face</b>	round, small, oval, big, dimples
<b>eyes</b>	small, big, brown, black, green, light, tiny, large
<b>nose</b>	long, tiny, curved, thin, fat, narrow
<b>built</b>	tall, short, fat, thin, slim, plump
<b>forehead</b>	wide, narrow
<b>skin</b>	brown, dark, light, fair, spots, freckles





## Get Set

Stories can be of different types. The features of each story type differ from the other. Discuss in pairs and complete the table.

Story Type	Does it have a moral?	Who are the main characters (humans, animals, gods or any other)?	Does it have magic?
fable			
folk tale			
fairy tale			

Can you give an example of each story type from the stories that you have read?





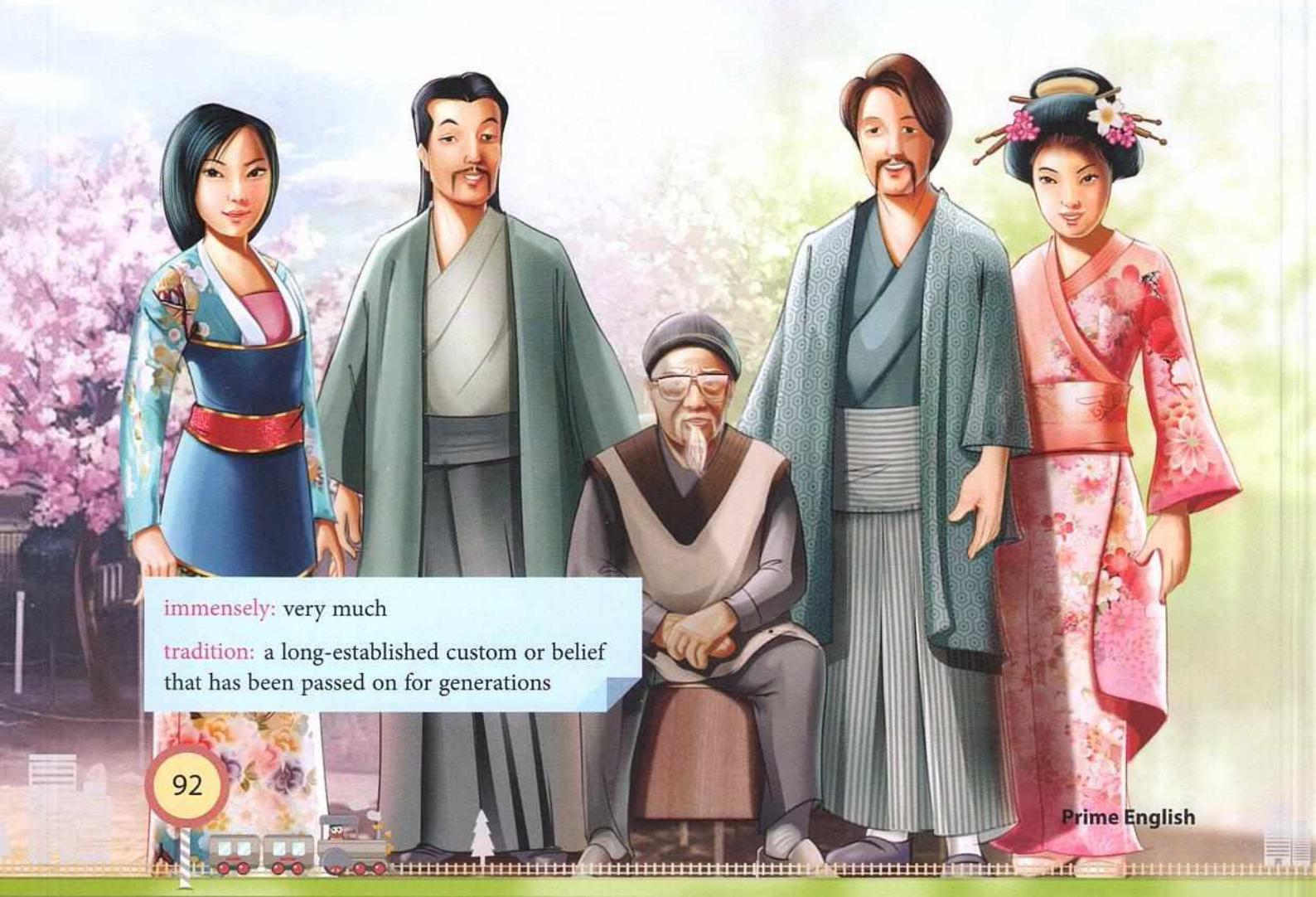
## Reading Junction

Let us read a Japanese folk tale.

Once upon a time, in a village in Japan, there lived a man who had two sons. The sons grew up and got married. The father was **immensely** pleased with his two daughters-in-law, and for many months, they all lived together happily.

One day, the old man fell severely ill. The doctor was called. But he couldn't do anything to cure the father. He said that it was an illness for which there was no cure, and that he would die soon. The sons and their wives were very sad. But nothing could be done. So, they decided to take very good care of the old man, and keep him as happy as possible.

Many months passed, and the two young women started missing their own families. Among the Japanese, it is a **tradition** for sons and their wives to always obey the father.



**immensely:** very much

**tradition:** a long-established custom or belief that has been passed on for generations



So, the two women went to their father-in-law and expressed their **desire** to visit their own families. 'Father-in-law,' they said, 'it has been a long, long time since we have been home. May we go to our villages and visit our family and friends?'

The father-in-law answered, 'No.'

After many months, they asked again. The father-in-law looked **solemn** and gave the same answer.

A whole year went by. The two women asked their father-in-law yet again. The father-in-law thought, 'They do not care about me, or they would not wish to leave me when I am so ill!' This thought filled him with sadness. Knowing that his days were numbered, he did not want to spend them all by himself. So, he made a plan to stop the daughters-in-law from visiting their families. He decided to ask the two daughters-in-law to get him things that were impossible to find.

He said to his elder daughter-in-law, 'You may go if you wish, but you must not come back unless you bring me fire **wrapped** in paper.'

To the younger one, he said, 'You may go if you wish, but you must not come back unless you bring me wind wrapped in paper.'

The two young daughters-in-law were so eager to visit their families and friends that they immediately agreed to their father-in-law's wishes.

The two women had a good time with their families. They forgot about the things that their father-in-law had asked for.

Soon, it was time to go back and the two women had to find the **bizarre** things that the father-in-law had asked for. They were greatly **distressed**. They asked a wise man where they could find these strange things that they had to take back for their father-in-law.

'Paper that holds fire and wind!' the wise man cried, 'There is no such paper in Japan.'

Why do you think the father-in-law didn't allow them to go home?



What do you think he asked them for?



**desire:** wish

**solemn:** serious

**wrapped:** covered

**bizarre:** strange or unusual

**distressed:** worried

The two women asked one wise man after another, but all of them expressed their doubts about the existence of such paper.

Do you think it is possible to find the things that the father-in-law had asked for?



‘Oh! What will we do?’ they cried. They feared that they would never see their home again. They were so sad that they left their friends and wandered deep into the forest. The trees were so close together that they could barely see through them, and **thistles** pricked them in every step they took. Soon, they were completely lost!

They sat down under a tree and started crying.

All of a sudden, a voice boomed, ‘Weeping is not allowed in my woods! My trees do not **thrive** in saltwater.’

The poor women were so sorrowful that they even forgot to be afraid of the strange voice in the woods.

The elder one replied to the voice, ‘I cannot help crying. Unless I can carry fire wrapped in paper, I will never be able to return home.’

‘And I!’, wailed the younger woman, ‘I will never be able to return home unless I carry wind wrapped in paper. None of the wise men we asked has ever heard of such things. What shall we do?’

‘Is that all? It is very easy to carry wind and fire in paper,’ answered the voice. ‘Here is a piece of paper. Watch carefully.’

They watched, and the weirdest thing in the world happened right before their eyes.

There was no one to be seen, but a piece of paper appeared on the ground and folded itself into a Japanese lantern.



**thistles:** wild plants with sharp points

**thrive:** grow or develop well



'Now, put a candle inside,' said the voice, 'and you have fire wrapped in paper. What more could you ask for?'

The older woman exclaimed happily, 'It is beautiful, is it not?'

However, the younger one was still sad and said, 'Well, fire can be carried in paper, but surely no one can carry wind.' 'Oh dear voice,' she cried, 'How can we carry wind in paper?'

'That is much easier than carrying fire,' replied the voice, 'For wind does not burn holes. Watch.'

They watched eagerly. Another piece of paper appeared and lay on the ground. There was a picture of a tree covered in white blossoms on it. Two women stood under the tree, gathering the blossoms.

'The two women are the two of you,' said the voice, 'And the blossoms are the gifts that your father-in-law will give you when you return home.'

'But I cannot go home,' the younger woman wailed,  
'For I cannot carry wind wrapped in paper.'

'Here is the paper,  
and there is always plenty of wind around. Why not wrap some in this paper?'

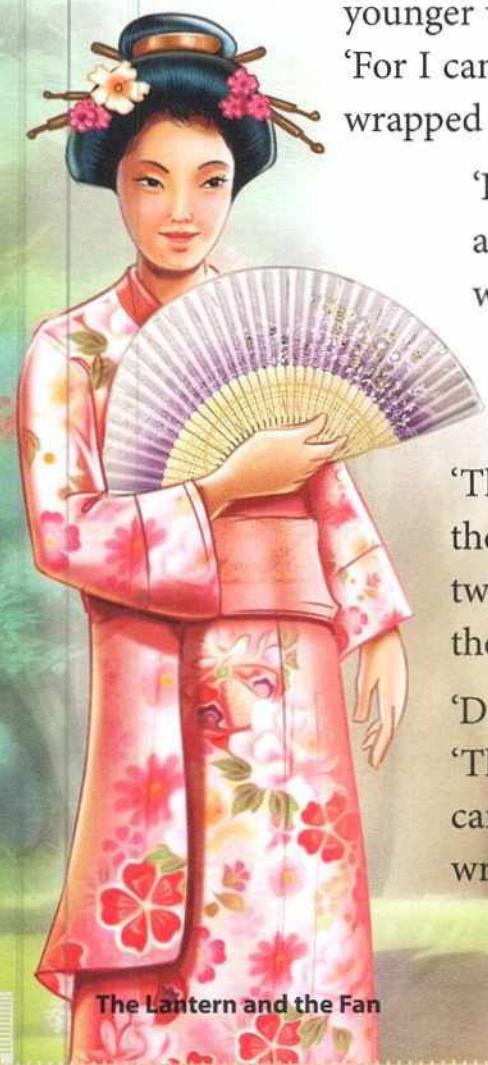
Can you spot at least three examples of adverbs of manner in the story? You have read about adverbs before!



'I do not know how!' the younger woman answered sorrowfully, wiping her tears with a handkerchief.

'This way, of course,' said the voice. Twigs flew towards the paper. The paper folded itself over and under the twigs. It opened and closed, and it waved itself before the tearful face of the younger woman.

'Do you feel the wind on your face?' asked the voice, 'The fan has created the wind, has it not? The lantern carries fire wrapped in paper, and the fan carries wind wrapped in paper.'



The two women were extremely happy, and when they returned home, their father-in-law was as glad as they were. He asked the elder daughter-in-law to open his cupboard and take out the bundle that was kept on the lowest shelf. 'It's for the two of you. Open it.' the old man said.

The bundle was filled with precious gems and jewels! He smiled at the astonished faces of the two women and said, 'No one has ever seen such **marvels** as the lantern and the fan, but in my home there are two wonders more **exquisite** than these, and they are my two dear daughters-in-law.'

**marvels:** wonderful things  
**exquisite:** extremely beautiful

— Adapted from a Japanese folk tale



## Get Going

A. Let us find the answers from the story.

Write **T** for true and **F** for false statements.

1. The old man did not want his sons to get married.
2. The young women wanted to meet their families and friends back home.
3. The old man did not allow his daughters-in-law to visit their homes because he wanted to punish them.
4. The women found a very wise man who solved their problem.
5. The old man was very pleased when his daughters-in-law returned home with the marvels.



B. Let us read between the lines.

1. Do you think the two women really loved their father-in-law?
2. What is the Japanese tradition described in the story? Do we have a similar tradition in India?

3. Why did the two women forget about the two gifts that they had to take back?

C.  Let us go beyond the story.

1. Would you have agreed to the father-in-law's condition if you were one of the two women?
2. Which part of the story do you like the most? Why?



## Speaking Junction

Imagine how the father-in-law must have felt when he received the lantern and the fan.

Now, imagine that you are the father-in-law. Tell your friends the story of the two precious gifts that you received from your daughters-in-law.

You could talk about:

- what the lantern and the fan looked like
- your feelings when you saw the gifts for the first time
- your feelings towards your daughters-in-law
  - (a) You can start like this:

*My daughters-in-law wanted to visit their families and friends last summer ...*

(b) The other people in your group can respond by saying:

- *Oh really!*
- *And then, what happened?*
- *Did they?*
- *Wonderful!*

- *What colour was it?*
- *Have you brought those with you?*



Explain the responses in (b) and their usage.



## Vocabulary Junction

Look at the following sentences.

This **thought** filled him with sadness.

The old man **thought** of a plan.

In the first sentence, **thought** has been used as a **noun**. Here, **thought** means **an idea or opinion**.

In the second sentence, **thought** has been used as a **verb**. In this sentence, the word **thought** refers to the **act of thinking**.

Some words can be used both as nouns and verbs.

### Examples:

(a) *The elder daughter-in-law requested the voice to put a **light** inside the lantern.* (noun)  
*The voice asked the daughter-in-law to **light** a candle and put it inside the lantern.* (verb)

(b) *The **fan** carried wind wrapped in paper.* (noun)  
*The boy tried to **fan** himself with the newspaper.* (verb)

Words that have the same spelling and pronunciation, but different meanings, are called **homonyms**.

### Examples:

*I don't know where you stay. Can you give me your **address**?*

*The chairman's **address** was a huge success.*

The word **address** has two different meanings:

Meaning 1: details of where someone lives or works

Meaning 2: a formal speech delivered to an audience

1. Look at the words in bold in the following sentences. Circle the words used as nouns and underline the words used as verbs.
  - (a) Geeta was searching for her **comb** so that she could **comb** her hair before going to school.
  - (b) I will **stick** a couple of choco-**sticks** on the cake I have baked for my brother.
  - (c) We will **drive** down to Mahabaleshwar this vacation. My father says it will be a long **drive**.
  - (d) There was a lot of **dust** in the house when we returned home after the vacation. We had to **dust** all day long.
  - (e) Zahra could not **key** her toy car because she had lost its **key**.
2. Use each word as described to make sentences in your notebook. One has been done for you.
  - (a) Use **paint** as a noun and a verb.  
*The paint is still wet. (noun)*  
*She paints beautifully. (verb)*
  - (b) Use **water** as a noun and a verb.
  - (c) Use **fight** as a noun.
  - (d) Use **swing** as a verb.
  - (e) Use **plant** as a noun and a verb.
  - (f) Use **brush** as a noun and a verb.



3. Listen to the sentences and identify if each of the words below has been used as a noun or a verb.

(a) park      (b) book      (c) rose      (d) left      (e) bank



## Phonics Junction

Look at these sentences from the story.

The two women asked one wise man after another, but all of them expressed their **doubts** about the existence of such paper.

'I do not know how' the younger woman answered sorrowfully, wiping her tears with a **handkerchief**.

He asked the elder daughter-in-law to open his **cupboard** and take out the bundle that was kept on the lowest shelf.

The father-in-law looked **solemn** and gave the same answer.

The trees were so close together, they could barely see through them, and **thistles** pricked them in every step they took.

In the word **doubts**, the letter **b** is silent. It means that we do not pronounce it while reading the word.

Similarly, the letters **d**, **p**, **n** and **t** are silent in the words **handkerchief**, **cupboard**, **solemn** and **thistles**, respectively.

Let us look at a few more words with the silent letters b, d, n, p and t.

Silent <b>b</b>	Silent <b>d</b>	Silent <b>n</b>	Silent <b>p</b>	Silent <b>t</b>
debt	sandwich	column	psychology	castle
doubt	handsome	condemn	pneumonia	wrestle

Now, read these sentences and underline the silent letters.

1. We have psychology classes on Wednesdays.
2. Autumn is my favourite season.
3. I doubt you can blow a raspberry.
4. Do not leave crumbs when you eat the sandwich!
5. Praveen wanted a receipt.
6. The handsome plumber is measuring the columns.
7. She sang a very beautiful hymn during her debut performance.
8. We silently listened to the speech.



Discuss the meaning of the phrase *blow a raspberry*.



## Grammar Junction

Look at this sentence from the story.

**Weeping** is not allowed in my woods!

The word **weeping** is actually a verb. However, in this sentence, it is used as a noun. When a verb that ends with **-ing** is used as a noun, we call it a **gerund**. A **gerund phrase** is a phrase containing a gerund.

Here are some more examples of gerunds / gerund phrases:

- **Dancing** is so much fun!
- **They are looking forward to hunting**.
- **Swimming** is a good exercise.
- **We enjoyed painting the fence**.

- *Skating is Rahul's favourite pastime.*
- *Playing well is important if we have to win the match.*



Write sentences on the blackboard using the same word as a verb and as a gerund.  
 Example: *Juggling was Johnny's occupation. Johnny was juggling with ten balls.*

1. Identify the sentences that contain a gerund and tick (✓) the box next to those sentences. Also, underline the gerunds in these sentences. One has been done for you.

(a) She is good at painting.

(b) I like swimming.

(c) He was reading a novel.

(d) She likes listening to music.

(e) Exercising every day is important to keep yourself fit.

(f) The birds are flying in the sky.

(g) The dogs were barking at him.

(h) Sam's family went for trekking during the holidays.

(i) Laughing at the jokes, we fell off our chairs.

(j) Mom is baking a cake.

2. Add -ing to the verbs given in the box and complete the conversations using appropriate gerunds.

try        play        shop        wait        watch        drive

(a) **Nona:** What is your plan for today?

**Mona:** We will go \_\_\_\_\_. I love \_\_\_\_\_ in city malls.

(b) **Leena:** Why are you restless?

**Beena:** I'm tired of \_\_\_\_\_ for the pizza!

(c) **Anoop:** Sana's \_\_\_\_\_ scares me.

**Beena:** Yes, she is very careless and rash!

(d) **Ranjit:** I really love \_\_\_\_\_ action movies.

**Sheila:** Somehow, I do not like them as much as romantic movies.

Why do you like them so much?

**Ranjit:** All our action heroes are good at \_\_\_\_\_ brave and exciting characters.

(e) **Megha:** This assignment is so difficult. Can you help me out?

**Mayura:** Sorry, I wish I could. I gave up \_\_\_\_\_ to understand it. We can take Swati's help.

3. Write five good and five bad habits using gerunds.

*Example: cleaning our rooms  
talking in class*



## Writing Junction

Write the steps to make a paper lantern with the help of the picture clues and the phrases given in the box. The first and the last steps have been already given.

along the line

middle of the paper

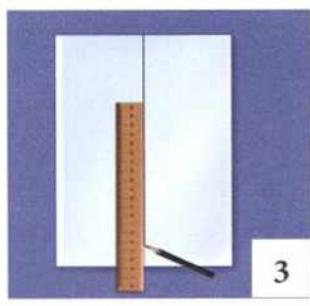
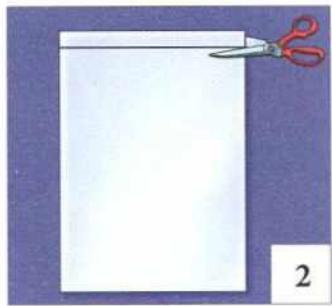
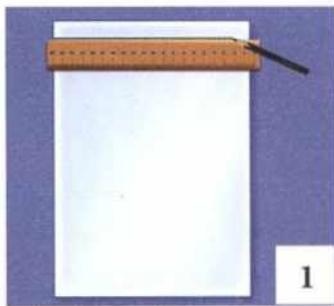
folded edge

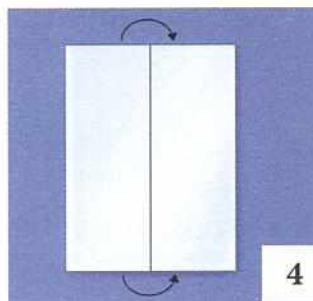
roll the paper

fold into half

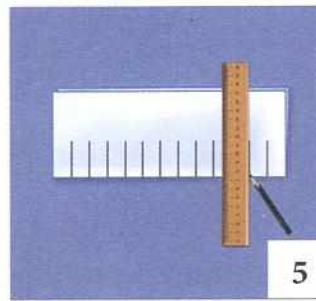
unfold the paper

**Steps to make a paper lantern:**

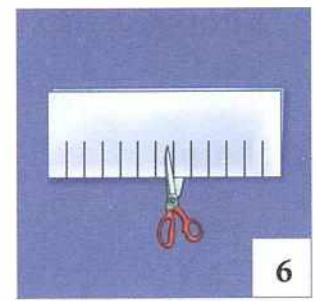




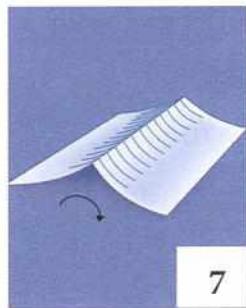
4



5



6



7



8



9



10

1. Draw a line along the top edge of the paper.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. Stick the rectangular strip of paper that you cut in step one on the top.



### Get Set

Read this phrase. What do you think it means? Discuss and share your ideas with your friends.

TIT FOR TAT



### Reading Junction

Let us read a poem about a fox and a stork and how they tricked each other.

Old Father Fox, on a Christmas Eve,  
Invited Dame Stork in to dine with him;  
There was nothing but soup that could scarcely be seen:  
Soup never was served any thinner.  
And the worst of it was, as I'm bound to relate,  
Father Fox dished it up on a flat china plate.



Why do you think  
Father Fox served  
soup on a flat china plate?



Dame: here, an elderly  
or mature woman

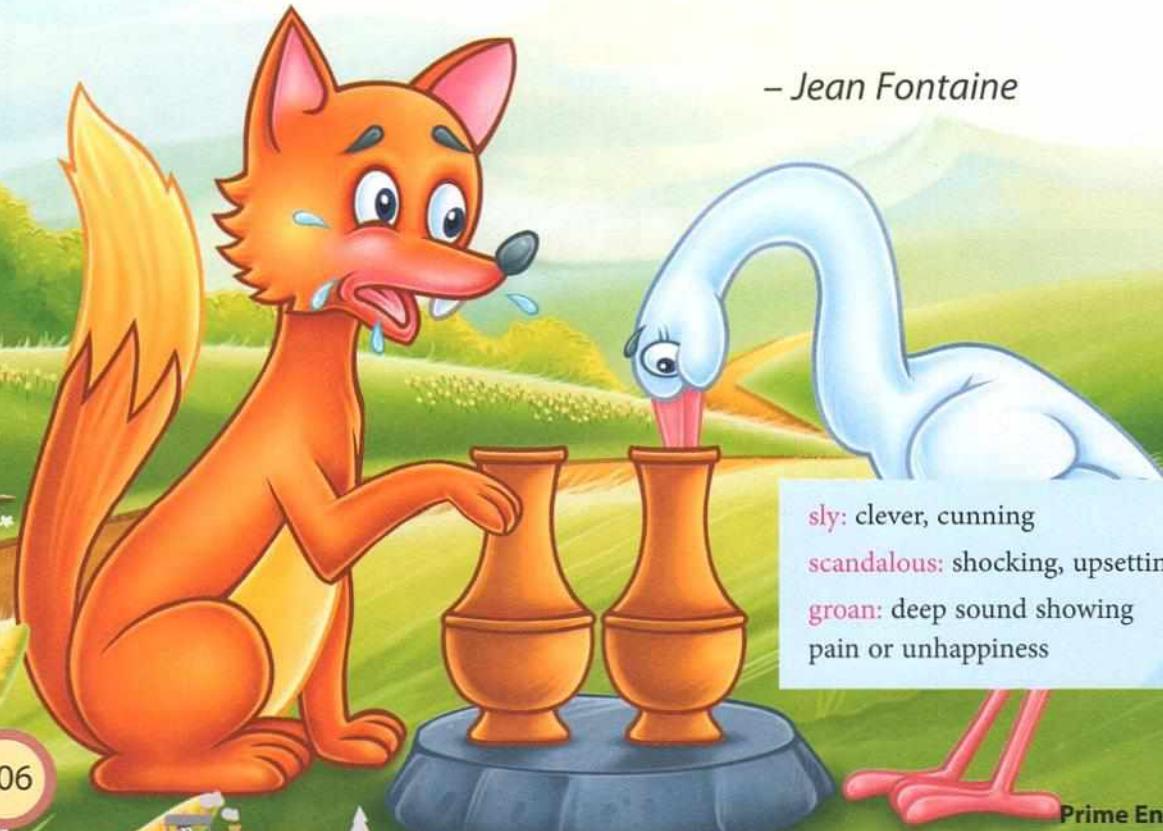


Dame Stork, as you know, has a very long beak:  
Not a crumb or drop could she gather  
Had she pecked at the plate every day in the week.  
But as for the *sly* Fox—  
With his tongue lapping soup at a *scandalous* rate,  
He licked up the last bit and polished the plate.

Pretty soon Mistress Stork spread a feast of her own;  
Father Fox was invited to share it.  
He came, and he saw, and he gave a great *groan*:  
The stork had known how to prepare it.  
She had meant to get even, and now was her turn:  
Father Fox was invited to eat from an urn.

The urn's mouth was small, and it had a long neck;  
The food in it smelled most delightful.  
Dame Stork, with her bill in, proceeded to peck;  
But the Fox found that fasting is frightful.  
Home he sneaked. On his way there he felt his ears burn  
When he thought of the Stork and her tall, tricky urn.

— Jean Fontaine



*sly*: clever, cunning  
*scandalous*: shocking, upsetting  
*groan*: deep sound showing pain or unhappiness



## Get Going

A. Let us find the answers from the story.

Answer the following questions.

1. How did the fox and the stork serve dinner to each other?
2. Why weren't the fox and the stork able to eat at each other's places?



B. Let us read between the lines.

1. What do you think about the fox's behaviour?
2. Do you think what the stork did was right? Why?



C. Let us go beyond the poem.

1. If you were the fox, would you have behaved differently?
2. If you were the stork, what would you have done?



## Speaking Junction

If your friends visit your house, what would you do to welcome them?

How would you behave?

Discuss with your friends and think of all the things that you would do as a host. Share this with the entire class.

**Some ideas:**

1. Say hello and smile
2. Offer something to drink
3. Offer something to eat
4. Make sure they are comfortable



Ask the students to use the form 'I would' to talk about the things they would do.





## Vocabulary Junction

We can understand what another person means through his/her words and body language. Another thing that plays an important role in communication is the tone of one's voice.

Look at the following sentences.

**Bah!** I can't eat anything. You have dished it up on a flat china plate.

**Bah** is the sound we make while expressing anger or disapproval.

This word expresses the feelings of the speaker. It tells us that he/she is irritated. Such words are called interjections. They show an author's or speaker's emotions. Here are some more interjections, along with their meanings.

Interjection	Meaning
ahem	the sound of someone clearing their throat and means 'attention' or 'listen'
boo	used to scare someone or to voice disapproval
eh	used when you didn't hear or understand what someone said
eww	shows dislike or disgust
jeez	could mean you can't believe something, or you are extremely angry
ooh-la-la	a slightly comical way to refer to something as fancy or special
oops	an exclamation people use when they accidentally do something wrong
phew	expresses relief or happiness that something is over
whoa	shows surprise or amazement
yahoo	expresses joy or happiness



Listen to a conversation between Ashwin and his friend Pradeep. Listen to each sentence of the conversation carefully and identify the tone of the speaker (whether he is angry, irritated, excited, etc.)

**Sentence 1:** \_\_\_\_\_

**Sentence 6:** \_\_\_\_\_

**Sentence 2:** \_\_\_\_\_

**Sentence 7:** \_\_\_\_\_

**Sentence 3:** \_\_\_\_\_

**Sentence 8:** \_\_\_\_\_

**Sentence 4:** \_\_\_\_\_

**Sentence 9:** \_\_\_\_\_

**Sentence 5:** \_\_\_\_\_

**Sentence 10:** \_\_\_\_\_



## Phonics Junction

Look at this line from the poem.

When he **thought** of the Stork and her tall, tricky urn.

In the word **thought**, the letters **gh** are silent.

In words such as **ghost** and **ghee**, the letter **g** is pronounced while the letter **h** is silent.

The letters **gh** sound like **f** in the word **laugh**.

Let us look at a few more words where **gh** is either silent or pronounced as **g** and **f**.

gh		
Silent gh	Pronounced as g	Pronounced as f
knight	ghost	rough
fight	spaghetti	tough
light	ghastly	enough



The letter combination **gh** makes a rare sound in the word **Edinburgh**, where it is pronounced like **a** ('Edinbara').

Some words have been misspelt in these sentences. Identify the errors and rewrite the sentences correctly.

1. The knite lost the fite with the giant.
2. The gost passed thru the wall and gave me a frite.
3. The coff lasted long enuf to worry the doctor.
4. Altho it was a tuff problem, the mathematician solved it.
5. When I told my grandma I wanted something lite for dinner, she made me spaghetti.



## Grammar Junction

Look at the following sentence.

The soup, **which** was served by the Fox, was extremely thin.

Here, **the soup was extremely thin** is the main clause in the sentence.

**Which was served by the Fox** is a clause that tells us more about the subject, soup, in the main clause. Such clauses that tell us more about the subject in the main clause are called **relative clauses**. They begin with relative pronouns, such as **who, that, which** and **whom**. The relative pronouns become the subject of relative clauses.

Relative Pronoun	Use	Example
who and whom	for people	<i>A gardener is a person <b>who</b> tends to plants.</i> <i>The girl <b>whom</b> you met earlier is my cousin.</i>
which	for things and animals	<i>This is the game <b>which</b> I wanted to buy for months.</i> <i>The tiger cubs, <b>which</b> were adopted by the zoo, are really cute.</i>

Relative Pronoun	Use	Example
that	for people and things	<p><i>This is the team <b>that</b> won the match yesterday.</i></p> <p><i>The flying object <b>that</b> you saw yesterday is a drone.</i></p>



Reinforce the concepts of phrases and clauses as well as dependent and independent clauses.

1. Identify the errors and rewrite each sentence with the correct relative pronoun.
  - (a) This is the flat who I want to sell.
  - (b) The woman which is wearing a blue sari is my teacher.
  - (c) This is the girl whom spoke to me yesterday.
  - (d) Here is the tree who my grandfather planted.
  - (e) The cat who is brown in colour is my pet.
  - (f) Supermarkets sell items who come from all over the world.
  - (g) Deliver the parcel to Mr Gupta which you met at the party last week.
2. Combine each pair of sentences using a relative pronoun.
  - (a) Sameer is an architect. He lives in Hyderabad.
  - (b) I saw an old woman outside my house. She was limping.
  - (c) I met Shriya at the park. She invited me for her birthday party.
  - (d) The students were very late for the event. The principal reprimanded them.
  - (e) Mr Bose is my neighbour. He won the marathon last year.



## Writing Junction

Are you ready for another fable?

Let us read the fable 'The Fox and the Grapes' first as a poem and then as a story.

### Poem

Once a fox walking down a vineyard,  
Saw a bunch o' grapes hanging down by the wall.  
Thought the hungry fox, that would be so yummy,  
And tried hard to get the grapes so juicy.  
High up the wall, the fox could not reach,  
Tried hard as he could, but didn't succeed.  
Tired and mad he walked away,  
Muttering, the grapes are sour anyway!

### Story

One day, a fox was walking down a vineyard. As he walked, he saw a bunch of delicious-looking grapes hanging from the vines high over a wall. He tried his best to reach them, but could not jump so high. Unable to reach the grapes, he walked away, consoling himself that the grapes were probably sour and not worth the effort.

Now, write the poem 'The Fox and the Stork' in the form of a story.



## Get Set

Do you wish you had a robot of your own? What would you want it to do for you?

Draw a robot. It may not necessarily be in human form. Colour your robot and write about it in the space provided.



## My Robot:

What it can do:

---

---

---





## Reading Junction

Have you ever seen a robot in action? Let us read the story of Mohit, who was amazed by a robot that went about doing all the chores in his house.

Mohit lived in a beautiful hi-tech house, which had every possible modern gadget. His parents were engineers who built gadgets for a company dealing in **robotics**. One day, when he came back from school, Mohit was **startled** to see a new face welcoming him at the door. It was a robot.

‘Hello, Mohit!’ said the robot.

‘Where is Mom?’ asked Mohit.

‘Mom … Mom … Mom is in the lab,’ said the robot.

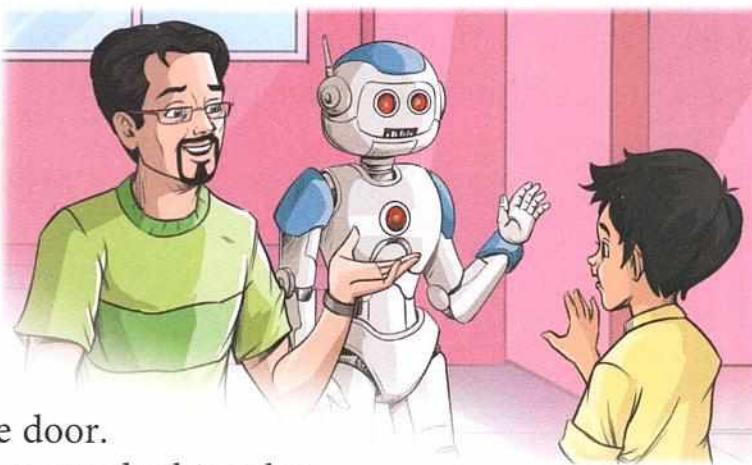
‘Ah, my little fellow is home! So you found it, eh?’ Mohit’s father said, walking towards the door.

‘Mohit, meet Ricky. Our company made this robot. It’s going to stay with us, and help us with the housework. We could really use an extra pair of hands. What do you think?’ asked his father.

Ricky looked **glazed** and metallic. It had glowing red eyes that were electric bulbs. It moved on four wheels and made a **feeble** humming noise. It worked throughout the day.

At the end of the day, when the switch behind Ricky’s right ear was turned off, his eyes shut and the humming noise stopped. He stood still like a **mannequin**, all through the night!

‘What does Ricky eat that gives it all this energy?’ asked Mohit. ‘Oh Mohit, you



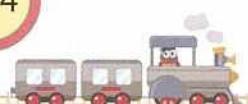
**robotics:** technology employed to design, construct and operate robots

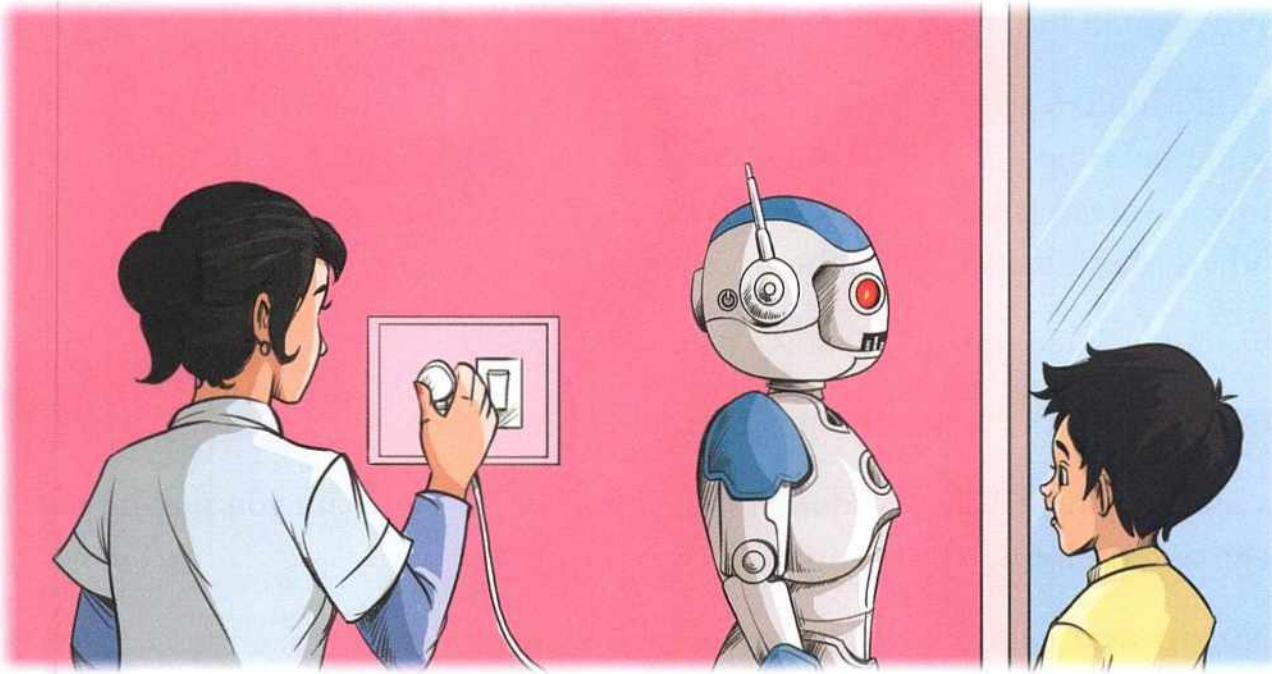
**startled:** shocked or alarmed

**glazed:** smooth and shiny

**feeble:** weak, soft, low

**mannequin:** a dummy or an artificial model in the form of a human being





should know better!' said his mother. 'We charge it as we charge the other appliances at home, such as the mobile phone, the camera and the computer. We connect its plug to a socket and switch it on to charge its batteries. The batteries store electricity and later supply it to the various parts of Ricky's body. That is how it works. We just need to charge it at regular intervals.'

Do you think Mohit was fascinated by the robot?



Over the next few days, Mohit watched in awe as Ricky performed various chores around the house – cooking, cleaning, ironing and gathering clothes for laundry. It also cleared and picked up the books and other things that were strewn around the place.

Mohit asked his father, 'How does it do all the work, Papa?'

'It is programmed to do so, Mohit,' replied his father.

'Programmed? What does that mean?' enquired Mohit.

'Hmm ... all right, let me see how I can explain it to you. OK ... I want you to tell me to do something. It can be anything.'

'Hmm ... ask me to spread jam on a slice of bread,' said his father.

**awe:** a strong feeling of wonder

**strewn:** scattered or spread

‘Why would I do that, Papa?’ asked a confused Mohit.

‘Well Mohit, let us try. I want you to imagine that I know nothing at all. I do not know what a slice is or what bread means or what jam is. I do not know how to spread jam either. Now, tell me how I should go about it,’ asked his father. Mohit began, ‘All right, here you go! Take a slice of bread.’

His father interrupted, ‘What is bread?’

‘Oh! The brown, square thing is bread,’ said Mohit.

‘What is brown? What is square?’ asked his father. ‘Papa, are you pulling my leg?’ asked Mohit, a little annoyed.

‘No, my dear fellow,’ **chuckled** his father. ‘This is how it goes, Mohit. Ricky is a robot that looks like a human.

Do you think Mohit’s father was pulling his leg?



It works on a computer program that is already stored in its memory. A program is a set of instructions and information. For example, the shape square, the colour brown, and so on, are stored as information in Ricky’s memory. Similarly, the process of spreading jam is also stored as a step by step instruction. Just like this, hundreds and thousands of other processes are also entered and stored in its memory,’ explained his father. Mohit listened **intently**.

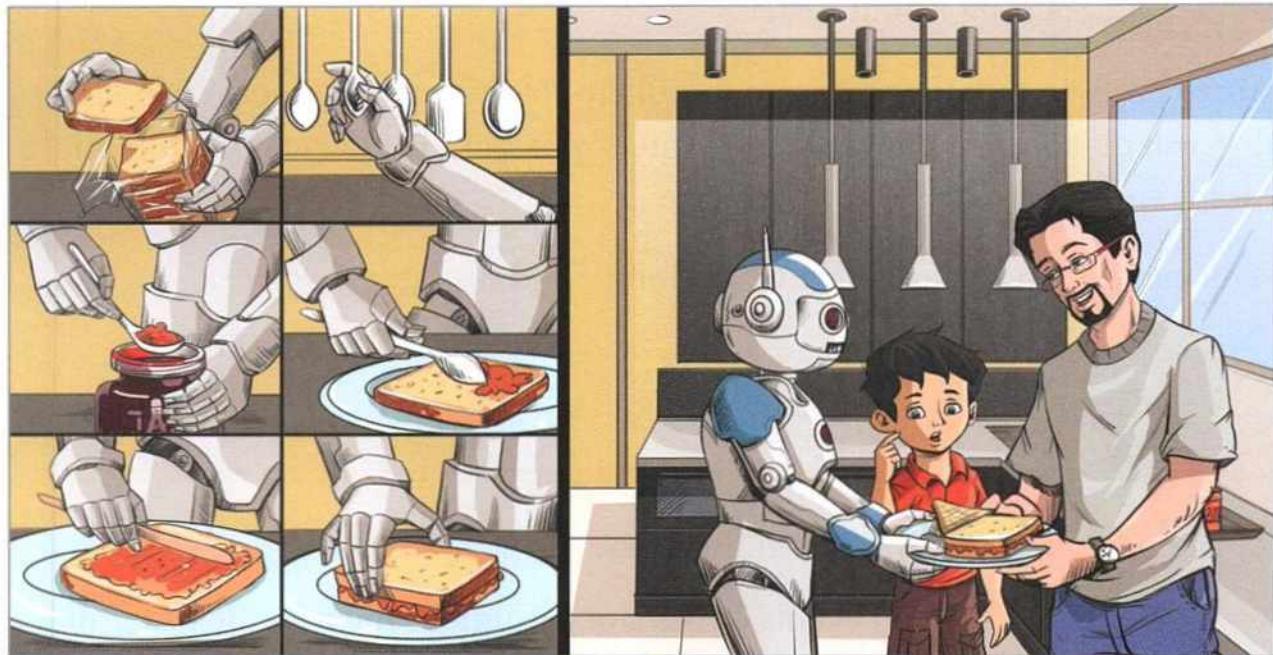
His father continued, ‘Unlike human beings, who can think for themselves, Ricky just follows instructions. If you tell Ricky to spread jam, it will do it. However, it cannot think that you might like **marmalade** better than apple jam. It will use any jam that it finds. Also, if you ask it to spread jam, it might even topple the entire jar on a slice of bread. So, it is important to be specific while you give instructions like, ‘Take a teaspoon of jam and spread it on a slice of bread.’ So, every chore is fed into Ricky’s memory as a program.’

**chuckled:** laughed quietly  
**intently:** with great attention or concentration  
**marmalade:** a jelly or jam made from the pulp and outer skin of citrus fruits



'Now, let us see how it works. Watch Ricky.'

'Ricky, come here. Make me a sandwich with a teaspoon of jam and two slices of brown bread. Place a napkin next to the sandwich on the plate as well,' called out his father.



Ricky came down and went into the kitchen. It took a slice of brown bread from the bread box. It then took a teaspoon from the spoon holder, scooped a spoonful of jam and put it on the slice of bread. After that, it closed the jam jar, took a spreading knife from the counter and spread the jam on the slice of bread. It then took another slice of bread and placed it atop the first slice. Once this was done, it took a plate and placed the sandwich on the plate and gave the plate to Mohit's father. It also placed a napkin on the plate next to the sandwich.

Mohit watched in wonder. 'Do you see?' asked his father. 'I think so, Papa! How do you enter these instructions?' asked a curious Mohit, 'Where are these instructions stored?'

'Good question, Mohit,' answered Mohit's father. 'Computers use some special languages. These are called programming languages. All the

instructions and information are written in these languages, and stored in the computer's memory.'

'You will learn more about it as you grow up. You can also spend some time in the lab whenever possible, if you want to know more,' said his father, smiling and patting Mohit's back.

'Sure, I will do that, Papa. I want to build a robot some day too! A robot that will do all my homework and write my exams. That would be fun!' said Mohit with a naughty grin on his face.

'You can do much more than that, Mohit', said his father.



## Get Going

A. Let us find the answers from the story.

1. Here are the main events of the story. Number them in the order in which they occur in the story.

Mohit asks his father how a robot functions and how it performs so many different kinds of tasks.

Mohit's father introduces Ricky, the robot, to Mohit.

Ricky makes a sandwich for Mohit's father.

Mohit says that he will build a robot one day, which would do all his homework and write his exams.

Mohit is startled to find a new face welcoming him at the door.

Mohit's mother explains to him that Ricky gets its energy from batteries.



Mohit's father explains to him that a robot is programmed to perform various tasks.



Ricky goes about doing all the household chores, such as cooking, cleaning and ironing.

2. Answer these questions.

- What did Mohit ask Ricky when he first met it?
- Describe Ricky. Write about how it looked, its source of energy and its mechanism.
- List all the household chores that Ricky did.
- Why was it important to give Ricky detailed instructions? Explain using an example.



B. Let us read between the lines.

- Why do you think the family needed an extra pair of hands?
- What do you think Ricky's father mean by 'Human beings can think for themselves'?



C. Let us go beyond the story.



- How would you react if you saw a robot like Ricky at your doorstep? What would you say to it?
- Mohit is planning to build a robot that will do his homework and write his exams. Do you think it is right to get your homework done by someone else?



## Listening and Speaking Junction

Listen to the passages on different types of robots and fill in the blanks to complete the passages.

### Industrial Robots

Industrial robots \_\_\_\_\_ controlled \_\_\_\_\_ robots that can be used to perform various jobs in industries. They are usually \_\_\_\_\_, that is, they can be programmed again. They are either \_\_\_\_\_ or fixed to a place. They perform jobs that are \_\_\_\_\_ or unsuitable for humans. For example, \_\_\_\_\_, \_\_\_\_\_ etc.

### Domestic Robots

These robots are also known as \_\_\_\_\_ robots. They are designed to do household chores, such as cleaning the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. They are also used to give company to old people, \_\_\_\_\_ children, and run machines used in the kitchen. Rechargeable \_\_\_\_\_ are used to run them.

### Customised Robots

Customised robots are used for \_\_\_\_\_ jobs. They are used in \_\_\_\_\_, \_\_\_\_\_ and the air force. They are also used for filming \_\_\_\_\_ and wildlife.

Now, talk to your friend about whether or not you would like to have a robot in the family. Discuss the reasons for your choice.



## Vocabulary Junction

Look at these sentences from the story.

We could use an **extra pair of hands**.

‘Papa, are you **pulling my leg**?’ asked Mohit, a little annoyed.

- The words in bold in both the sentences are **idioms**. An **idiom** is a phrase or a group of words that has a special meaning. Idioms are not to be taken literally. They indicate to a different connotation of the phrase.
- The idiom **extra pair of hands** means help from another person.
- The idiom **pulling one’s leg** means to make fun of someone.

1. Tick (✓) the correct meaning of the underlined idioms in these sentences. One has been done for you.
  - (a) Last evening, it rained cats and dogs. The road was full of puddles.  
i) rained little  ii) rained heavily
  - (b) Mrs Dutt has a heart of gold. She serves lunch to all the poor children who live in her neighbourhood.  
i) is kind  ii) is rich
  - (c) If Ram’s model helicopter does not work, he will be back to square one with his project.  
i) to start something again   
ii) come back to a location ‘square one’
  - (d) Raghu was in hot water because he was late for the test.  
i) in trouble  ii) got hurt

(e) Swati let the cat out of the bag and spoilt the surprise.

i) to let a cat run free  ii) to reveal a secret

(f) Our school won the quiz championship this year. This is yet another feather in our cap.

i) a great success   
ii) to add a feather on someone's cap as a prize

(g) Although Sheetal got cold feet, she managed to dance really well in the competition.

i) got excited  ii) felt nervous

Now, let us look at some idioms related to science and technology.

Idiom	Meaning
fire on all cylinders	function at the peak level of performance
blow a fuse	lose one's temper
rocket science*	something very difficult to understand
light years ahead	a long way ahead of someone or something in terms of development
well-oiled machine	something that functions very well
on the same wavelength	having the same ideas and opinions about something

\*generally used with **not**

2. Fill in the blanks with idioms from the above table.

(a) My friend told me that this technology is \_\_\_\_\_ of the others available in the market.

(b) Shobha and Nicky's ideas matched perfectly. They are \_\_\_\_\_.

(c) The boss wanted Sunil to \_\_\_\_\_ as he was really lagging behind.

(d) When I did not submit my homework on time, our teacher \_\_\_\_\_.

(e) The red team won the competition because they worked together like a \_\_\_\_\_.

(f) It's weird that majority of the people did not understand the simple instructions. It's not \_\_\_\_\_!



## Phonics Junction

Look at these sentences from the story.

Mohit was startled to see a **new** face welcoming him at the door.

It also cleared and picked up the books and other things that were **strewn** around the place.

The letters **ew** can be pronounced in two different ways.

It can either be pronounced like the word **you**, as in the word **new**, or like **oo**, as in the word **strewn**.

Let us look at some more words spelt with **ew**.

Pronounced like 'you'	Pronounced like 'strewn'
new	blew
few	grew
yew	drew
pew	chew
view	crew



Now, read these sentences. Circle the words with ew that are pronounced like you, and underline the words with ew that are pronounced like strewn. Read the words aloud.

1. My mother prepared a dish with cashew nuts.
2. The teacher reviewed her project with great attention.
3. We need two screws and four nails from the shop.
4. The aeroplane flew over the clouds and I could see the Himalayan Mountains.
5. Today is my nephew's birthday and I have to buy a gift for him.



## Grammar Junction

Look at this sentence from the story.

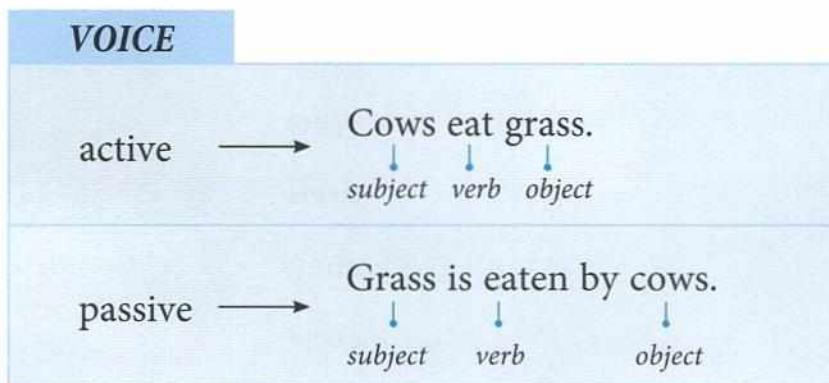
Our company made this robot.

This sentence can also be written as:

This robot was made by our company.

- The first sentence is in the **active voice**. A sentence in the active voice has the subject as the doer of the action.
- The second sentence is in the **passive voice**. A sentence in the passive voice has the subject as the receiver of the action.

**Example:**



Notice the changes:

- The subject of a sentence in the active voice becomes the object of the sentence in the passive voice. Similarly, the object in the active voice becomes the subject in the passive voice.
- The verb form changes from **eat** in active voice to **is eaten** in passive voice.
- The word **by** is added before the object in the passive voice.

## Remember!



The passive voice takes the participle form of the verb.

1. State if these sentences are in the active voice or passive voice. One has been done for you.

(a) i) He gave the book to me.  
ii) The book was given to me by him.

## Active Voice

## Passive Voice

(b) i) The football match was won by our team.  
ii) Our team won the football match.

(c) i) Lea was stung by a bee.  
ii) A bee stung Lea.

(d) i) Binny played the flute.  
ii) The flute was played by Binny.

(e) i) Riti solved the riddle.  
ii) The riddle was solved by Riti.

2. Identify the errors and rewrite the sentences correctly. One has been done for you.

(a) We are taught grammar Miss Sinha.

We are taught grammar by Miss Sinha.



(b) She was praise by the teacher.

---

(c) The building damaged by fire.

---

(d) You will be give a ticket by the staff.

---

(e) The chief guest was welcome by the students.

---

(f) The town destroyed the earthquake.

---



## Writing Junction

A **review** is a piece of writing that describes a person's opinion about something. It could be on a book, a movie or a product.

Often, people read reviews before watching a movie, or buying a book or a product.

**A book or a movie review usually discusses these points:**

- Name of the book or the movie
- Name of the author or the actors
- Type of the book or the movie – comedy, mystery, thriller, adventure, drama, etc.
- Theme(s) of the book or the movie
- Important characters
- Summary of the story (without the climax)
- Reviewer's opinion of the book or the movie
- Reason for the opinion



Read this review of the movie *Kung Fu Panda*.

The movie *Kung Fu Panda* is about a fat and fuzzy panda named Po. Po works for his father, Mr Ping, who owns a noodle shop.

The story is set in the Valley of Peace, a fictitious land in China. There is an ancient temple in the valley, and all the people of the valley have gathered there to witness the selection of the Dragon Warrior.

The chosen one has to fight against the evil snow leopard, Tai Lung.

Five contenders have been selected – Monkey, Tigress, Mantis, Viper and Crane. They are famously known as the Furious Five and have been trained by the red panda, Master Shifu. However, it is Master Oogway, an old tortoise and Shifu's mentor, who has to make the final selection.

Po also wants to watch the tournament, but as he arrives, the arena door closes. Nevertheless, Po cleverly finds a way to get inside and by chance lands right in front of Oogway.

Oogway proclaims Po the Dragon Warrior. This surprises everyone gathered in the arena, especially Po.

The rest of the movie shows all the tests that Po faces in his journey to become the Dragon Warrior. Will Po defeat Tai Lung? Watch the movie to find out!

The animation in the movie is awesome. The fight scenes are very exciting and thrilling. Po is my favourite character because he is very funny and his expressions are hilarious.

I laughed a lot while watching the movie. The best thing about the movie is that it taught me the importance of believing in my abilities.

Write a similar review of your favourite movie or book.



### Get Set

Imagine a day without vehicles. Discuss with your partner how you would spend the day. Also, discuss the benefits and drawbacks of such a situation.



### Reading Junction

The speaker seems to be quite fond of automobiles. Let's read the poem to find out why.

An auto is a helpful thing;  
I love the way the motor hums,  
I love each cushion and each spring,  
The way it goes, the way it comes;  
It saves me many a **dreary** mile,  
It brings me quickly to the smile  
Of those at home, and every day  
It adds **unto** my time for play.

Is the speaker just talking about an auto or does he mean all kinds of vehicles?



It keeps me with my friends in touch;  
No journey now appears too much  
To make with meetings at the end:  
It gives me time to be a friend.  
It laughs at distance, and has power  
To lengthen every  **fleeting** hour.  
It **bears** me into country new  
That otherwise I'd never view.

**dreary:** dull and boring

**unto:** to

**fleeting:** lasting only for a short time

**bears:** carries



It's swift and **sturdy** and it **strives**  
To fill with happiness our lives;  
When for the doctor we've a need  
It brings him to our door with speed.  
It saves us hours of **anxious** care  
And heavy heartache and **despair**.  
It has its faults, but still I sing:  
The auto is a helpful thing.

– Edgar Guest

What faults do you think  
vehicles have?



**sturdy:** strong and not easily damaged

**strive:** try very hard to achieve something

**anxious:** feeling worried or nervous

**despair:** the feeling of having lost all hope





## Get Going

A. Let us find the answers from the poem.

1. What does the speaker love about the auto? List three things.
2. What does the speaker mean by 'dreary mile'?
3. What all can the speaker do with the free time he gets? How does he manage to get this time?

B. Let us read between the lines.

What do you think the following phrases convey?

1. It adds unto my time for play
2. It laughs at distance
3. It saves us hours of anxious care

C.  Let us go beyond the poem.

1. Compare the positive and the negative aspects of an auto.
2. Though automobiles help us in many ways, they have a negative impact on the environment as well. How can we minimise this effect?



## Listening Junction

Your teacher will read out a few telephonic conversations among various people. Listen to them carefully and answer the following questions.

1. What was Arun doing when he received the call?
2. Where would Arun and Suraj meet later?
3. Where is Jane going?



4. Why does Jane ask Aman to hold the line?
5. Where is Amit coming from?
6. How long would it take Amit to reach the station?



## Speaking Junction

Shalini, a ten-year-old girl, has just read the poem 'The Auto' to her father. They are discussing the poem.

**Shalini:** Dad, I have just read the poem to you. I think automobiles are not always helpful. They cause so many problems. What do you think?

**Father:** I think they are fast and comfortable.

**Shalini:** But they crowd the roads, Dad!

**Father:** At times they do, but they also help us travel faster and explore new places.

**Shalini:** Don't you think they create a lot of air and noise pollution?

**Father:** Did you read the last two lines of the poem carefully? They say, 'It has its faults, but still I sing: The auto is a helpful thing.' It means that though there are some disadvantages, automobiles are useful to us. Would you rather walk to school than go by bus?

As you read the conversation, you will find that both Shalini and her father are giving valid reasons for their statements. Such conversations are called **debates**.

In this conversation, the debate is on the topic of **automobiles**.

Shalini speaks **against** the topic, while her father speaks **for** the topic.

Imagine the children of a family want to go to school on their bicycles, but the parents do not agree. Whose side will you take? Form two groups, one supporting the parents and the other supporting the children. Express your feelings, ideas and opinions in the form of a debate.



## Vocabulary Junction

Look at the following lines from the poem.

An auto is a helpful **thing**;  
I love the way the motor **hums**,  
I love each cushion and each **spring**,  
The way it goes, the way it **comes**;



### Recap

Do you remember the lesson on rhyme scheme that you learned in the previous grade?

The pattern in which the lines of a poem rhyme is called a **rhyme scheme**.

The feature seen in most poems is the repetition of sounds at the end of each line. This feature gives the poem a specific rhythm.

Let's look at the poem, 'The Auto'.

The first and the third lines end with words having similar sounds – **thing** and **spring**.

Similarly, the second and the fourth lines end with words having similar sounds – **hums** and **comes**.

Words that end with similar sounds are called rhyming words. Thus, **thing** and **spring** are rhyming words; so are **hums** and **comes**.

Notice that such a pattern is seen throughout the poem.

Now, let us try to figure out the rhyme scheme of this poem.

Each new sound at the end of a line is given a letter, starting with 'A', then 'B', and so on. If the sound at the end of the following line(s) is similar to the sound at the end of the first line, both the lines get the same letter.

For example,

An auto is a helpful <b>thing</b> ;	A
I love the way the motor <b>hums</b> ,	B
I love each cushion and each <b>spring</b>	A
The way it goes, the way it <b>comes</b> ;	B
It saves me many a dreary <b>mile</b> ,	C
It brings me quickly to the <b>smile</b>	C
Of those at home, and every <b>day</b>	D
It adds unto my time for <b>play</b> .	D

These lines have the rhyme scheme ABABCCDD.

1. Identify the rhyme scheme of rest of the lines in the poem, 'The Auto'.
2.  Listen to the excerpts of a few poems. Identify the rhyme schemes used in them.



## Phonics Junction

Look at these lines from the poem.

It keeps me with my **friends** in touch,  
It has its **faults**, but still I sing:

In the words, **friends** and **faults**, the letter **s** has been added to form the plural forms of the words *friend* and *fault*.

When we form a plural, we generally add **-s** to the word.

The letter **s** in a plural word can be pronounced in three different ways.

In words that end in **b**, **d**, **g**, **l**, **m**, **n**, **r**, **w**, **y** and **v** sounds, the letter **s** is pronounced as **z**, as in the word **friends**.

In words that end in **p**, **t**, **k** and **f** sounds, the plural **s** is pronounced as **s**, as in the word **faults**.

In words that end in **ch**, **dg**, **sh**, **zh**, **s** and **z** sounds, the plural **s** is pronounced as **iz**, as in the word **watches**.

Let us look at some more examples.

Pronounced as <b>s</b>	Pronounced as <b>z</b>	Pronounced as <b>iz</b>
groups	clubs	buses
treats	guards	mazes
picks	dogs	bushes

Now, for the word bubbles given below, connect the

- words in which **-s** is pronounced as **s** with a **blue** crayon.
- words in which **-s** is pronounced as **z** with a **green** crayon.
- words in which **-s** is pronounced as **iz** with a **red** crayon.

Make sure the lines do not intersect!

cars

sharks

kings

parts

traps

matches

trams

bridges

dresses

girls

puffs

treats

picks

buses

imps

watches



## Grammar Junction

Look at these sentences.

**Shalini:** I think automobiles are not always helpful. They cause so many problems. What do you think?

Here, we see the exact words spoken by Shalini to her father.

The same lines can be written in the following way:

Shalini **said** that **she thought** automobiles are not always helpful and they cause many problems. Then, **she asked her dad what he thought** about it.

The words that are changed are marked in bold. Here, Shalini's words are being reported by a third person.

When we quote the exact words of a person, the sentence is said to be in **direct speech**. When we report it using our own words, it is said to be in **indirect or reported speech**.

Let us look at the changes that occur when we change direct speech to indirect speech.

*He said, 'I am going home.'* (direct speech)

*He said that he was going home.* (indirect speech)

- The quotation marks are removed.
- The word 'that' replaces the comma to separate what is reported from the rest of the sentence.
- The subject is replaced with a suitable pronoun. In the example above, the pronoun 'I' changes to 'he' in the reported speech.
- The tense is changed. Present continuous tense is changed to past continuous tense because of the verb 'said', which is in the past tense.

The table below shows the change in tenses while converting direct speech to indirect speech.

Direct Speech	Indirect Speech
<b>Simple Present</b> <i>'I drink coffee,' she said.</i>	<b>Simple Past</b> <i>She said that she drank coffee.</i>
<b>Present Continuous</b> <i>'I am writing a letter,' he explained.</i>	<b>Past Continuous</b> <i>He explained that he was writing a letter.</i>
<b>Present Perfect</b> <i>'My friend has been to Japan,' he told me.</i>	<b>Past Perfect</b> <i>He told me that his friend had been to Japan.</i>
<b>Present Perfect Continuous</b> <i>The manager said, 'I have been planning a business trip.'</i>	<b>Past Perfect Continuous</b> <i>The manager said that he had been planning a business trip.</i>
<b>Simple Past</b> <i>'My sister arrived on Wednesday,' he said.</i>	<b>Past Perfect</b> <i>He said that his sister had arrived on Wednesday.</i>
<b>Past Continuous</b> <i>'We were living in London,' they said to me.</i>	<b>Past Perfect Continuous</b> <i>They told me that they had been living in London.</i>

- When reporting an incident that might happen in the future, *will* and *shall* are changed to *would* and *should*, respectively.

*The girl said, 'I shall come later.'*

*The girl said that she would come later.*

*The teacher said, 'I will be keeping an eye on you.'*

*The teacher said that she would be keeping an eye on him.*

- The tense doesn't change in case of universal truths or if the statement remains valid at the moment of reporting.

*Jeet said, 'The earth revolves around the sun.'*

*Jeet said that the earth revolves around the sun.*

*The Minister said, 'Peace is what we need.'*

*The Minister said that peace is what we need.*

- Certain words in direct speech are changed in indirect speech.

Direct Speech	Indirect Speech
now	then
here	there
this	that
these	those
ago	before
thus	so
last night	the night before

Direct Speech	Indirect Speech
yesterday	the day before or the previous day
tomorrow	the next day or the following day
last week	the week before or the previous week
last month	the month before or the previous month
today	that day
tonight	that night
hereafter	thereafter

### Examples:

*Akshay said, 'I am leaving now.'*

*Akshay said that he was leaving then.*

*Grandmother said, 'It happened twenty years ago.'*

*Grandmother said that it had happened before twenty years.*

1. Tick (✓) the sentences that have been converted into indirect speech correctly.

(a) She said, 'I am going to class.'

She said that I am going to class.

(b) Manu said, 'I am very busy now.'

Manu said that he was very busy then.

(c) Christo said, 'You will have to finish the homework before tomorrow.'

Christo said that I will have to finish the homework before tomorrow.

(d) Geeta said, 'The sun rises in the east.'

Geeta said that the sun rises in the east.

2. Fill in the blanks with the correct form of the verbs given in brackets.

(a) The winner said, 'I would like to thank my parents.'

The winner said that she \_\_\_\_\_ (*would like/would have liked*) to thank her parents.

(b) Robin said, 'Ron is at home now.'

Robin said that Ron \_\_\_\_\_ (*is/was*) at home then.

(c) She said, 'I will have finished moving by next Saturday.'

She said that she \_\_\_\_\_ (*would have finished/would have been finishing*) moving by Saturday of the following week.

(d) You said, 'You met him in November.'

You said that I \_\_\_\_\_ (*met/had met*) him in November.

(e) Deeksha said, 'I am very tired.'

Deeksha said that she \_\_\_\_\_ (*was/had been*) very tired.

3. Convert the following sentences in direct speech into indirect speech.

(a) 'I never eat meat,' he said.

(b) Mili said, 'We will cut the cake in some time.'

- (c) Mohan said, 'I have been living in this city for fourteen years.'
- (d) Surya said, 'I had told Jeevan about this last night.'
- (e) The firemen said, 'We managed to put out the fire in time.'



## Writing Junction

Technology changes almost every day. The various modes of transport have also changed over time. Earlier, we had vehicles like bullock carts, horse-drawn carriages, trams and hand-pulled rickshaws for transport. Now, with new technology, we have different types of cars, trains, aeroplanes, seaplanes and ships.

Compare any two means of transport and write an essay discussing their similarities and differences. You can use the following words or phrases to compare.

Words/Phrases to show Similarities	Words/Phrases to show Contrast
is similar to	whereas
are similar to	while
also/again	unlike
similarly	compared to
in the same way	in contrast
likewise	however
in like manner	although
at the same time	yet/but/still
just as	nevertheless
in a similar manner	despite



## Projects

### Project 1

#### Life Skills

In the text, 'To the Amazon', Zaid tells us that Lima is the capital of Peru. He also tells us that the Kapok tree is the biggest tree in the Amazon Rainforest. Both these pieces of information are true. They are facts.

A fact is a piece of information which is known to be.

In the story 'The Lantern and the Fan', a piece of paper appears from nowhere and automatically folds itself into a fan. Paper cannot fold by itself. The information comes from someone's imagination. It is not a fact. We call it fiction.

Fiction is something that is based on imagination.

1. Identify which of these sentences state facts.
  - (a) There are fairies living in the school garden.
  - (b) Sunday is a holiday for the school.
  - (c) Roger Federer is a Swiss professional tennis player.
  - (d) When Jack got to the top of the beanstalk, he saw a huge castle.
  - (e) Paris is the capital of France.
2. Complete this activity in your notebook and share your findings with your friends.
  - (a) Find a book, poem, or movie that blends facts and fiction.
  - (b) What part of the story is factual?
  - (c) What part of the story is fictional?

## Multiple Intelligences



### My Block

- Make a structure using building blocks, or design and make an object using paper, ribbons, clay or any other material.
- Write a set of instructions on how to make the object or structure. You could also draw each step to make it clear.
- Give the instructions and the objects to your friend and see if she or he is able to make it the way you did.
- Remember to take a photograph of your creation so that you can compare it with the one that your friend makes.



### Project 2

## Life Skills



### Technology around me

How many electronic gadgets do you have at home? Write about the difference, having them or not having them makes in your life. Make a table of these differences on a chart paper. Stick pictures of all the gadgets that you have at home.



Ask children to discuss the importance of technology in their lives. Encourage them to write their personal experiences. Ask them to write the positive as well as the negative effects of technology.

## Multiple Intelligences

### Making a Comic Strip

In groups of four, make a comic strip on a folk tale following the steps given below.

1. Divide the story into scenes and draw pictures for each scene.

2. In case there are dialogues involved, draw speech bubbles and write the dialogues in them.
3. Do not forget to include narration wherever required.
4. Make sure that the story in the comic strip has a logical flow.

Show the comic strip to people around you to share the folk tale with them in a new way.

# Listening Texts

## Chapter 1: Raghu's Adventures

### Listening Junction

One day, Salim went to the market with his mother. He wanted his mother to buy him a pair of gloves as his birthday gift. However, his mother could not afford it. It was too expensive. Instead, she bought a new cotton cap for him. He got extremely angry and spoke rudely to his mother. He threw the cap on the road and ran away. He reached the cloth shop and stared at the bright silk kurta. Suddenly, his eyes fell on a shiny coin, lying near the drain. He picked it up and started playing with it. Some steps ahead, he found two more coins. He got really excited and picked them up too. With these three coins, he bought some bananas for himself. There was a poor woman nearby, and she asked him to share a banana with her hungry baby. Salim laughed at her and went away. When he was going back home, he found three more coins on the road. He picked them up, and this time he bought a pen. As Salim was crossing the town school, happily flaunting his new pen, a girl ran up to him. She was worried as her exam was going to start in a while, and she had forgotten to bring her pen. She requested Salim to lend her his pen, but Salim did not pay any attention to her. Later in the evening, he found a box full of coins near the mosque. He bought a pair of gloves with the money. As he was walking home happily, he saw an old man. He was shivering, but Salim just walked away. Just before reaching his home, he slipped near a drain. His pen broke and the pair of gloves got all muddy and dirty. He finally reached home with a bruised knee and dirty clothes.

## Chapter 2: Wander-Thirst

### Listening and Speaking Junction

#### *Shweta's Travelogue*

My family and I boarded the plane and were off to Port Blair. We landed at Veer Savarkar International Airport on 20th February. Port Blair is the capital of the Andaman and Nicobar Islands. We visited many places in Port Blair like the Cellular Jail, the aquatic museum and the local markets. This exotic island is small but has some of the most beautiful beaches of the country. We carried sunglasses, sunscreen and sandals. The Radhanagar beach is the most beautiful beach on the island. The white sandy expanse in the backdrop of the forest offers a great view of the crystal turquoise water. It's a great place for photographers, so if you plan to go there, do not forget to take your camera along.

## Mehnaz's Travelogue

My family and I planned a trip to the Thar Desert. The Great Indian Thar Desert is not completely sand, but rather full of shrubs and bushes. We decided to go on a desert safari. We took our torches, caps, scarves, jackets, water bottles and binoculars. We spotted many birds like unique species of eagles, vultures, falcons, kestrels and larks. The desert is also home to the desert fox, blackbuck and some of the rarest species of birds like the Great Indian Bustard. Wildlife lovers would love to explore this place.

## Chapter 3: Raju's Hero

### Listening Junction

Enid Blyton was a children's writer. Her books have been among the world's bestsellers since 1930! More than 600 million copies of her books sold worldwide. Her books have also been translated into almost 90 languages.

Blyton wrote on a wide range of topics. But she is most famous for her books on mystery and fantasy. Her books are still widely read because of the simple writing style and lively characters.

Enid Blyton was born on 11 August 1897 in London. She was the eldest among three children. A few months after her birth, Enid almost died from whooping cough but was nursed back to health by her father.

She was not considered a very bright student at school. However, she excelled at writing. Her mother did not like her writing stories and poems, but her aunt encouraged and motivated her.

Blyton's stories were eagerly welcomed by publishers, even in her early writing career. She published many books in the decades that followed.

She is best known for her many series of adventure stories and novels featuring young children as main characters, especially 'The Famous Five', 'The Secret Seven', 'Noddy' and 'The Naughtiest Girl'.

### Speaking Junction

#### *Situations*

1. Your school is organising a trip to New Delhi. You need your parent's permission to register for it.
2. You go to a new city. You need help from a local person to find your hotel.
3. Ameesha has fallen ill. She wants to ask her sports teacher to excuse her from a day's practise.

## Chapter 4: A Collar Would Do

### Listening and Speaking Junction

**Navya:** These lovebirds are beautiful, aren't they? I have named them Coco and Pekky.

**Alia:** Yes, they are very beautiful. They have got lovely names as well.

**Hari:** Isn't this cage too small for the birds?

**Navya:** Yes, it is. I need to buy a bigger one.

**Alia:** My puppy, Fluffy, has grown big. I need to get a bigger kennel for him.

**Hari:** I saw a nice wooden kennel in the pet shop near my house. I went there to get a collar bow for my kitten, Ruby.

**Alia:** Oh! Is it? I will go with mom and buy the kennel.

**Ron:** I am also going to the pet shop with dad this week. I need to get some fish food for my fish, Swishy and Tishy.

**Navya:** Ron, can I also come along with you, please?

**Ron:** Yes, sure. We will have fun.

### Phonics Junction

column, millennium, campaign, siege, autumn, sandwich, knowledge, castle, absence, handkerchief

## Chapter 5: To the Amazon

### Listening and Speaking Junction

**Neha:** Hi Michael, how are you? How was your Christmas vacation?

**Michael:** I am fine. The vacation was awesome. I visited Jaisalmer in Rajasthan. The most amazing experience was camping in the desert.

**Neha:** That is great! This year, my parents decided to visit a coastal area; so we went to the Tarkarli Beach in the Sindhudurg district of Maharashtra. We had a lot of fun!

**Michael:** Wow! I have never seen a beach. What did you do at the Tarkarli Beach, Neha?

**Neha:** It is a long and narrow stretch of beach with clear, blue water. Adventure sports lovers can have a great time there. There were activities like snorkeling and scuba diving, which we enjoyed thoroughly. On the beach, we made a huge sand castle and decorated it with shells. My sister kept looking for shells all the time. We could also see dolphins and starfish. There were boat rides that would take you around, for an hour or so, to show you dolphins.

**Michael:** What about the food?

**Neha:** We had delicious local food during our stay, mainly fish and rice. We enjoyed the Malvani style preparations of surmai, bangda, pomfret and crabs. Tell me more about your experience, Michael?

**Michael:** I was amazed when I saw the desert. It is an endless stretch of sand. I have never seen so much sand in my life. We rode a camel across the desert to see the sunset. It was the first time that I saw camels up-close.

**Neha:** Did you taste *daal baati churma*?

**Michael:** Yes! It was delicious! I also enjoyed *gatte ki sabzi* and *kachori*. During the nights, we would sit around a campfire, watching folk dancers and singers perform. It was a treat to our eyes!

**Neha:** Great! Looks like we both enjoyed our Christmas vacation to the fullest.

### Phonics Junction

crowd, elbow, clown, blow, plow, shower, glow, frown, row, towel

## Chapter 6: The Coming of Spring

### Listening and Speaking Junction

It was a cloudy day. Zaid and his friend Saira were walking home when it started raining. Large drops of water fell from the dark clouds in the sky. Plop! Plop! Saira quickly opened the big red umbrella she had, and held it over their heads. Large dark clouds had covered the sky.

## Chapter 7: Bukka Learns a Lesson

### Phonics Junction

1. The sledge ran smoothly over the frozen snow.
2. Two hundred people got injured when the bridge collapsed.
3. The old man was walking with a lot of energy.
4. She added two drops of ginger juice in the batter.
5. Rakhee bought a new fridge from SK Electronics.
6. The gentleman in the blue suit is the chief guest.

### Writing Junction

#### Rules

1. When you go into this room, you must
  - (a) remove your footwear.
  - (b) wait for your teacher to tell you where to sit.

- (c) switch on the computer and make sure you sit in a chair of correct height so that the computer is at your eye level.
- 2. When you go into this room, you must
  - (a) maintain complete silence.
  - (b) not spoil or tear pages from any book.
  - (c) put the books back on their original shelves.
- 3. When you go into this room, you must
  - (a) sit in the place that is allotted to you.
  - (b) not have any of your books with you.
  - (c) not be late; rather, reach ten minutes before time.
- 4. When you go into this room, you must
  - (a) wait for the teacher's instructions before you take any musical instrument.
  - (b) handle the instruments carefully.
  - (c) not make noise or talk unnecessarily.
- 5. When you go into this room, you must
  - (a) walk carefully to your seat.
  - (b) take only as much food as you need.
  - (c) wash your hands before and after eating.

## Chapter 8: Georgie's Treat

### Listening and Speaking Junction

Meena watches the movie 'We are Family' on TV. She tells about it to her friends, Arun, Karthik and Dasmeet. According to her, the movie gives the message that we should help, respect and love our family. After listening to Meena, Arun suggests that they all should do something for their favourite family members. Meena decides to bake a cheesecake for her favourite family member, her mother. Her mother is her favourite as she inspires her to be courageous and follow her dreams.

Arun loves his grandfather the most. They both stay in the same room and enjoy each other's company. While his grandfather tells him amazing stories, he helps his grandpa learn about computers and other gadgets. He decides to buy a new automatic blood pressure monitor for his grandfather.

Karthik misses his sister, Karuna, a lot. She studies in a boarding school in Shillong, and Karthik has not seen her for a long time. Though they fight a lot, they help each other as well. He decides to send her a letter along with a box of her favourite chocolates.

Dasmeet plans to prepare a card for her cousin, Poulo. Every year, Dasmeet visits her during the summer holidays and they both enjoy their time together.

## Chapter 9: The Lantern and the Fan

### Vocabulary Junction

1. I park my car between Mrs Sinha's bike and Mr Chawla's car.
2. Meena bought her favourite book from the book fair.
3. The chief guest took a rose from the plate and rose to go up on the stage.
4. The professor had left the college before I could submit my project.
5. Tisha's father works at a bank as an associate manager.

## Chapter 10: The Fox and the Stork

### Vocabulary Junction

**Ashwin:** Phew! Finally the painting is over.

**Pradeep:** Whoa! Your artwork is so beautiful, Ashwin.

**Ashwin:** Yuck! Look at my dirty hands and clothes.

**Pradeep:** Ooh-la-la! Your shirt looks like a work of art as well.

**Ashwin:** Jeez! I can't believe you think so.

**Pradeep:** Alas! You are such a good artist but you do not understand art.

**Ashwin:** Oops! I spilled water on your painting.

**Pradeep:** Yippie! It looks so much better now.

**Ashwin:** Eww! Your entire painting got spoiled and you are happy.

**Pradeep:** I wanted this watery effect to be there. Ah! Now I can use this technique in future. Thanks, Ashwin!

## Chapter 11: Ricky, the Robot

### Listening and Speaking Junction

#### *Industrial Robots*

Industrial robots are automatically controlled multipurpose robots that can be used to perform various jobs in industries. They are usually reprogrammable, that is, they can be programmed again. They are either movable or fixed to a place. They perform jobs that are unsafe or unsuitable for humans. For example, welding, painting etc.

#### *Domestic Robots*

These robots are also known as service robots. They are designed to do household chores, such as cleaning the floor, pool, and windows. They are also used to give company to old