

| Theme | Chapter | Reading | Listening and Speaking | Vocabulary | Phonics | Grammar | Writing |
|-------------------------|-----------------------------|--|--|----------------------------|----------------------|---|---------------------------------------|
| Imagination and Fantasy | Whittington and His Cat | Factual, inferential and extrapolative comprehension | Listening to problems and using reassuring phrases for consoling | Phrasal verbs | Diphthong /eɪ/ | Present perfect tense | Making a fact file |
| | Foreign Lands | Factual, inferential and extrapolative comprehension | Discussing in pairs about an imaginary situation | Imagery | Diphthong /eə/ | Past perfect tense | Writing about an imaginary experience |
| Wit and Humour | Tenali Rama and the Thieves | Factual, inferential and extrapolative comprehension | Role playing a situation to use phrases to apologize | Strong and weak adjectives | Diphthong /ɪə/ | Degrees of comparison | Writing a humorous story |
| | A Tragic Story | Factual, inferential and extrapolative comprehension | Asking and answering tricky questions | Analogy | Diphthong /əʊ/ | Prepositions of place, direction and time | Writing a personal letter |
| People and Inventions | Marie Curie | Factual, inferential and extrapolative comprehension | Talking about the essential qualities of a good scientist | Homonyms | Diphthong /aʊ/, /ɔɪ/ | Definite article | Writing a formal letter |
| | Creative Minds | Factual, inferential and extrapolative comprehension | <ul style="list-style-type: none"> Listening for specific information Discussing a world without telephones. | Homographs | /ɔɪ/, /ʊə/ | Reflexive pronouns | Writing a report |

Contents



Growing Up

1. Neha, My Sister1
2. *Tell Us A Tale* 12

Nature and Environment

3. Recycling21
4. *Falling Snow*.....32



Folk Tales and Fables

5. The Pied Piper of Hamelin41
6. *The Fox and the Crow* 51

Imagination and Fantasy

7. Whittington and His Cat.....62
8. *Foreign Lands* 76

Wit and Humour

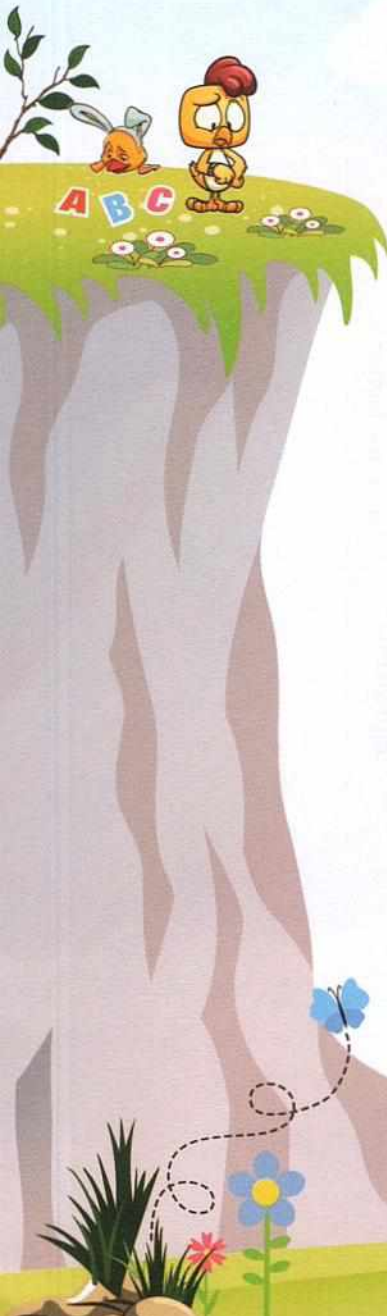
9. Tenali Rama and the Thieves.....85
10. *A Tragic Story*.....97

People and Inventions

11. Marie Curie.....106
12. *Creative Minds*.....118

Projects127

Listening texts.....131

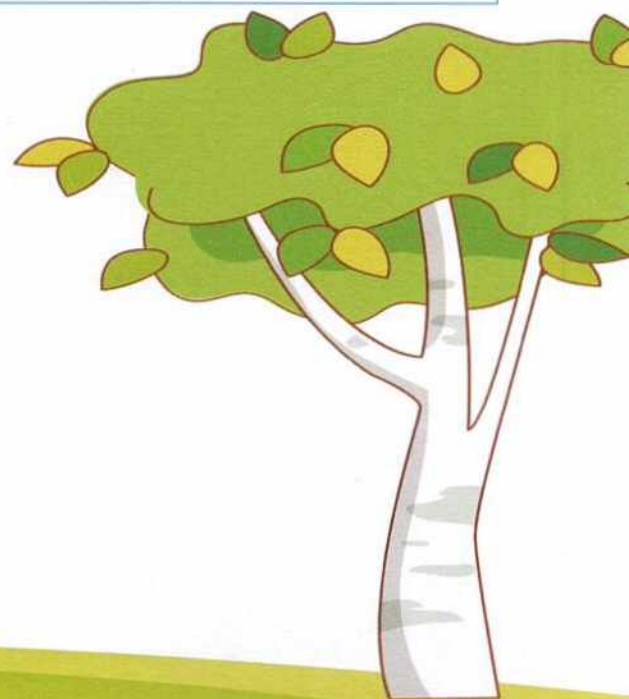


Life Skills-based activities

| Term | Theme | Activity | Life Skills |
|------|-------------------------|--|--|
| 1 | Growing Up | Realise the importance of grandparents, their needs and show respect | Self-awareness, Empathy, Critical thinking, Decision-making, Effective communication, Coping with emotion, Interpersonal |
| 2 | Imagination and Fantasy | Understanding the science behind magic | Critical thinking, Decision-making, Effective communication |

Multiple Intelligences-based activity

| Term | Theme | Activity | Multiple Intelligences |
|------|------------------------|-----------------------------|---|
| 1 | Nature and Environment | Making a Terrarium | Naturalistic, Bodily-kinesthetic, Verbal-linguistic, Verbal-spatial |
| 2 | People and Inventions | Invent It and Illustrate It | Visual-spatial, Logical-mathematical, Verbal-linguistic, Naturalistic, Bodily-kinesthetic |
| | | Word Maze | Visual-spatial, Logical-mathematical, Verbal-linguistic |





Get Set

- Do you have a brother or a sister? How do you spend time with them?
- Do you wish to have a brother or a sister of your own? Why?



Reading Junction

Babies bring a lot of joy to everyone. Let us read what Preety has to say about her baby sister, Neha.

Papa woke me up early one morning, 'Get up, my child. Open your eyes.'

'Where is Ma? She wakes me up every day. Papa, where is Ma?'

'Ma is in hospital,' replied Papa.

People go to a hospital when they are sick.

Hospital means painful injections and bitter pills. Ma is in hospital. She must be sick.

I cried loudly, 'Bring Ma home!'

Papa laughed, 'Do not cry, Preety.'

'How will I go to school?'

'I will dress you up, Preety. I will drop you at school,' Papa was still smiling.



Papa dressed me up that day. He helped me put on my shoes and do my hair. He also gave me *chapattis*. He did not force me to drink milk. My Papa! My loving Papa!

Papa dropped me at school. Ritu had come with her mother. Minu had come with her mother, too. Salil and Ajay too had come with their mothers. But, my *Ma* is in hospital! She is certainly ill. I started crying again. My throat began to ache.

'Preety, why are you crying?,' **enquired** Suman madam.

'My Ma is in hospital!'

Suman madam is my neighbour. She laughed and said, 'Do not cry Preety, your mother is all right.'

If *Ma* is all right, why is she in hospital? Why did Papa and Suman madam laugh?

Triing ... went the bell. It was time for recess. Ritu said to me, 'Your mother will bring a sister for you from the hospital. You get babies from hospitals, tiny babies.' Salil added, 'My mother brought me a baby brother from the hospital.'

What will *Ma* bring me – a brother or a sister?

After school was over, Papa came to pick me up. 'Papa, what has Ma brought for me? A brother or a sister?' I asked.

'Ma has brought a sister for you,' Papa was very glad.

enquired: asked

'Shall we go to the hospital to see my sister?'

'We will go in the evening,' answered Papa.

For lunch, Papa made fried rice with peas.

I also had *halwa*. Then, I slept.





In the evening, I wore my favourite red frock. Papa combed my hair and we left for the hospital.

Ma was lying on a bed in a big room. There was a small cradle beside her bed. In the cradle was my sweet little sister. She had a small pink face, tiny black eyes and very short hair. She cried very loudly and it sounded something like, ‘Oaanv, oaanv!’

‘Can I take the baby on my lap?’ I asked *Ma*.

‘Not now, she is very small,’ Papa said.

‘Let her grow up a little and then you can take her,’ said *Ma*.

‘What will you name her?’ Papa asked me.

I **gave it a thought** and announced, ‘Neha.’

On Sunday, we brought *Ma* and Neha home. Ritu, Minu, Ajay and Salil came home to see Neha.

Ritu commented, ‘Wow! She is so small, like a doll.’

gave it a thought: to think





Ajay said, 'Her hands are so tiny.'

Salil said, 'See, Neha is looking at us.'

Neha said, 'Boooo ...!'

'Hey! She does not have any teeth,' remarked Minu.

Everybody laughed.

'Newborns do not have teeth,' explained *Ma*.

I love Neha very much. I am her elder sister, her *didi*. I have now started taking her on my lap. When I shake the **rattle**, she laughs a lot. I also sing her songs. When I come home from school, Neha says, 'Vauuvau!' I know the meaning. She says, 'My didi has come.' Neha speaks a different language.

Neha drinks milk from a bottle. Sometimes, *Ma* lets me hold the bottle and feed her. Neha is getting very naughty. She makes bubbles in the milk by blowing back into the bottle, while making a noise that sounds like 'foo ...'

rattle: a baby's toy that makes noise when shaken

This game seems to greatly **amuse** her. When I kiss her, she smiles. There is a small bell attached to the cradle that rings whenever the cradle is rocked. It is a very **soothing** sound.

I softly sing with *Ma*:

Sleep my doll

In a red cradle you sleep

The moon will shine in your dream

With chocolates full of milk and cream...



Neha closes her eyes. She smiles all of a sudden. Finally, she goes to sleep.

– Madhu B. Joshi

amuse: to find something funny

soothing: having a gentle and calming effect



Get Going

A. Let us find the answers from the story.


1. Who said these and to whom?

- (a) 'Do not cry, Preety.'
- (b) 'Do not cry Preety, your mother is all right.'
- (c) 'Shall we go to the hospital to see my sister?'
- (d) 'Newborns do not have teeth.'


2. Answer these questions.

- (a) Why was Preety looking for her mother when she woke up?
- (b) How does Preety describe Neha?



B.  Let us read between the lines.

- (a) Why was Preety upset when she woke up?
- (b) Why didn't Papa force Preety to drink milk?
- (c) Why did Papa and Suman madam laugh?
- (d) Preety says that Neha speaks a different language. Do you think this is true? Explain your answer.

C.  Let us go beyond the story.

1. Do you think the older child is happy with the arrival of the baby girl? Why?
2. Do you have younger brothers, sisters or cousins? How did you feel when they were born?



Listening and Speaking Junction

In the story, the baby brought a lot of joy to the family. In the same manner, festivals are a joyous time for a family. A few friends wrote letters to each other describing different festivals.

Your teacher will read out the letters. Listen to those and identify the festival described in each letter and write its name.

In the letters:

1. Rashmi wrote to Ryan about _____.
2. Leena wrote to Preeti about _____.
3. Vikram wrote to Riyaz about _____.
4. Sanya wrote to Ranjit about _____.
5. Sumit wrote to John about _____.

Now, talk to your class about your favourite festival and how you celebrate it with your family.



Vocabulary Junction

Read the following line from the story.

My mother **brought** me a **baby brother** from the hospital.

The sound **b** is repeated in the words in bold.

The use of the same consonant letter or sound at the beginning of words that are close together is known as **alliteration**.

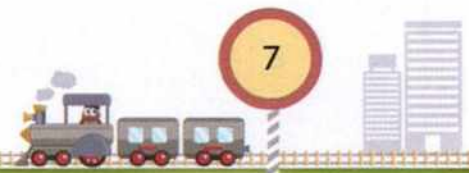
Examples:

slithering snake

creepy crawlies

happy horse

1. Read these sentences and identify whether they are examples of alliteration. If they are, underline the letter that is repeated.
 - (a) Sneha saw a silver seashell near the seashore.
 - (b) I don't want to study tonight.
 - (c) He wished to live in the whispering woods.
 - (d) Find fresh flowers for the vase.
 - (e) Clean your room; it's very dirty!
2. Fill in the blanks with verbs that begin with the same consonant sound as that of the words in bold.
 - (a) Raj _____ football in the **playground**.
 - (b) Asha _____ up in the line to ask a **question**.



(c) Benny _____ a **balloon**.

(d) Hari _____ a **horse**.

3. Preety and her friend, Tina, went to a zoo. They saw many animals. Help them describe the animals to their friends using alliteration. One has been done for you.

(a) Lion: **We saw a lion looking lazily at the sky.**

(b) bee (c) cheetah (d) snake (e) horse (f) crocodile



Phonics Junction

Read the following sentence.

We bought many **new** toys for the baby.

The word **new** has the long vowel sound **u**.

Cube, **m**ew, **c**ute, **h**uge, **s**tew, and **t**une also have the same sound. Do you see the difference in the spelling of the same sound?

Let us read some more words that have the long vowel **u** sound.

| | | | |
|-------|-------|--------|--------|
| mule | dew | use | new |
| value | knew | amuse | refuse |
| tube | queue | rescue | excuse |

Now, read the following sentence from the story.

Papa said, 'I will take **you** to see your mother **soon**.'

In the words **soon** and **you**, **ou** and **oo** have the same sound, while the **oo** sound in **foot** has a shorter sound.

Let us look at some more words.

| long oo | long ou | short oo | short ou |
|---------|---------|----------|----------|
| soon | you | took | could |
| spoon | through | look | would |
| snooze | soup | book | should |



Listen to the sentences. Note all the words that have the long u sound. Make separate columns for each spelling variation.



Grammar Junction

Read the following sentence.

The house was filled with joy **because** of my little sister.

The word **because** is used in the above sentence to show the **reason** for all the joy in the house. The words **since** and **as** are also used to show reason.

Words that join a group of words or sentences are called **conjunctions**.

They appear either at the beginning of a sentence or within a sentence.

We add a comma between two parts of a sentence if we begin the sentence with a conjunction.

Examples:

As it was raining, Neha did not go out to play.

*The house was filled with joy **because** of the infant boy.*

***Since** it was windy, we decided to fly kites.*

*Seema did not go to school **because** she had fever.*

Remember!



And, but, or, after, before, when and while are the conjunctions you have already learned.



1. Read these sentences and circle the conjunctions in them.

- (a) He could not write properly because he had broken his hand.
- (b) As it was snowing, Lin could not see the bend in the road.
- (c) Since Zoya was late to office, she took an auto.
- (d) Since it is Sunday, everybody is going out.
- (e) I could not attend the party as I had to complete my assignment.

2. Complete these sentences with the help of the conjunctions given in the box. You may use a conjunction more than once.

because

since

as

- (a) Rahim could not ride the cycle _____ it was too big for him.
- (b) Geeta could not go to school _____ she was not feeling well.
- (c) _____ the theatre was close by, we decided to walk.
- (d) _____ we were in Delhi, we thought we would visit the Red Fort and Qutub Minar.
- (e) He switched on the heater _____ it was getting too cold.
- (f) _____ the test was postponed, we played basketball.

3. Complete these sentences by adding a reason using conjunctions. Also use commas wherever necessary.

- (a) He drank a lot of water _____.
- (b) _____ he did not know swimming.
- (c) _____ he did not have enough money.
- (d) We cancelled our trip to Goa _____.
- (e) _____ we decided to play indoors.



Writing Junction

Read what Preety has to say about the her baby sister, Neha.



Neha is my baby sister. She is tiny with a small, pink face. I take her on my lap and talk to her. Neha speaks a different language. When I shake the rattle, she laughs a lot. Neha is very naughty. While drinking milk, she makes bubbles in the milk by blowing back into the bottle. This game seems to greatly amuse her. When I kiss her, she smiles. I love Neha very much. She is the most important person in my life.

Do you have anyone or anything that is very dear to you? It could be your favourite family member, a toy, a book, a dress, or a special bowl in which you eat. Write about your favourite person or object.

Include these details:

- Who or what is it?
- How does the person/object look like?
- Why do you like the person or object?
- How would you feel without him/her/it?





Get Set

1. Do you like to listen to fairy tales? Which fairy tale is your favourite?
2. Do you listen to a story silently or do you keep asking questions?



Reading Junction

'Tell us a tale, dear mother –
 A fairy tale, do, please,
 Take baby brother on your lap,
 We'll sit beside your knees,
 We will not speak, we will not stir,
 Until the tale is told;
 And we'll be, oh! so comfy,
 And just as good as gold.'
 'What shall it be, my children?
 Aladdin and his Lamp?
 Or shall I tell the story
 Of Puss in Boots – the scamp?
 Or would you like to hear the tale
 Of Blue Beard, fierce and grim?



Or Jack who climbed the great beanstalk? –
I think you're fond of him.
'Or shall I tell you, children,
About Red Riding Hood?
Or what befell those little Babes
Who wandered in the Wood?
Or how sweet Cinderella went
So gaily to the ball?'
'Yes, yes!' We cried, and clapped our hands;
'We want to hear them all!'


– Edward Shirley




Get Going

A. Let us find the answers from the poem.

1. What did the children ask their mother to do?
2. What did the children say they would not do?
3. Which stories did the mother suggest?

B.  Let us read between the lines.

1. Write three adjectives to describe the children. Explain your choice of adjectives.
2. Why did the children say they will not speak or stir till the tale is told?

C.  Let us go beyond the poem

1. How do you think the children felt after listening to their mother's story?
2. How do you feel when your parents or grandparents tell you bedtime stories?





Listening and Speaking Junction

Read this line from the poem.

oh! so comfy

The expression **oh! so comfy** is used to show surprise and excitement.

Here are some expressions that we use to show excitement or shock.

Excitement

Oh my!

Wow, this is great!

What a surprise!

I'm so excited!

This is such a nice surprise!

Shock/Disbelief

Oh no!

My goodness!

I am shocked!

It's unbelievable!

I don't believe it!

Listen to the situations given by your teacher and enact them with correct expressions of excitement and shock or disbelief.





Vocabulary Junction

You may have guessed the meanings of the unfamiliar words from the context while reading the poem.

Sometimes, while reading a poem, a story or a passage, we come across words whose meanings we may not know. Sometimes, we come across words which have different meanings in different contexts.

What is to be done in such situations?

In such cases, we should try to understand the meaning of the word using the context. Context refers to the other words and sentences around the word in question, that may contain clues to help you understand the meaning of the word.

Example:

*Or would you like to hear the tale Of Blue Beard, **fierce** and **grim***

What does the word **fierce** mean?



1. Read these sentences. Tick (✓) the option closest to the meaning of the word in bold.

(a) She is always very **prim** and proper in school.

i) respectful ii) formal iii) obedient

(b) We use various means of **conveyance** such as cars, buses and bikes to travel.

i) materials ii) transport iii) help

(c) He told me the **gist** of the story when I asked him if he liked it.

i) reason ii) name iii) main idea



(d) She **penned** a letter to her brother.

i) sent ii) posted iii) wrote

(e) We thought of a **strategy** to save the puppies from their cruel owner.

i) story ii) plan iii) feeling



Note

Look up the dictionary to know the exact meanings of the words, if you do not know them.



Phonics Junction





Read these lines from the poem.

Tell us a tale, dear mother –
A fairy tale, do, **please**,
Take baby brother on your lap,
We'll sit beside your **knees**.

The letters in bold make the **long e sound**.

Let us have a look at some more words that have the **long 'e' sound**.

Words with **ea**:

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| beak | beach | eagle | jeans | team |




Words with ee:

| | | | |
|--|---|--|--|
|  bee |  seed |  knee |  jeep |
|  teeth |  coffee |  sneeze |  geese |

1. Read aloud the words provided in the box below and find them in the word maze. One has been done for you.

| | | | | | |
|-------|-------|------|-------|-------|-------|
| beat | cheap | read | meat | teeth | tea |
| feel | see | leaf | teach | team | agree |
| greet | green | meet | seek | peel | eel |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| B | R | B | E | A | T | S | E | E | K |
| C | P | R | E | M | E | E | T | B | T |
| H | E | I | R | E | A | D | E | A | E |
| E | E | L | E | A | F | R | A | G | A |
| A | L | E | F | T | E | A | M | R | C |
| P | C | F | E | E | L | S | F | E | H |
| M | E | A | T | R | B | E | I | E | K |
| G | R | E | E | N | T | E | E | T | H |

2.  Listen to the words. Note down the ones with a long e sound in your notebook.



Grammar Junction

Read this line.

The children were filled with **happiness** upon listening to different tales every night.

In the above sentence, **happiness** is a noun. It is an abstract noun.

Remember!

You have already learned about nouns in previous grades.



Abstract nouns name things that one can feel or think about, but cannot see, hear, taste, smell or touch.



Note

Nouns that name things that we can see, hear, taste, smell or touch are called concrete nouns. Examples: book, chair, boy, etc.

Examples:

*My puppy jumps with **joy** when I come home from school.*

*Rohit was full of **fear** when he saw a snake in his garden.*

*Payal was in great **pain** when she hit her toe against the wall.*

*She has great **love** for science.*

The words **joy**, **fear**, **pain** and **love** are abstract nouns.

Let us look at some more abstract nouns.

| | | |
|-----------|------------|---------|
| childhood | friendship | bravery |
| honesty | curiosity | loss |
| delight | hope | beauty |



| | | |
|----------|------------|-------------|
| sadness | excitement | kindness |
| strength | weakness | hunger |
| dream | wisdom | imagination |
| pride | anger | envy |

1. Read these sentences. The words in bold are nouns. Write C if the noun is concrete and A if the noun is abstract.

(a) He dropped the **ball** in the pool.

(b) He shivered in **fear**.

(c) Birbal is famous for his **wisdom**.

(d) She searched everywhere for her **dog**.

(e) The baby cried due to **hunger**.

2. Unscramble the words to form abstract nouns from the box above. Place the letters with numbers in the correct boxes to reveal the secret message.

RAVERBY

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

6

9

GESRNHTT

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

17

11

1

16

GEANR

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

8

12

PIERD

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

15

13

YCSITRIOU

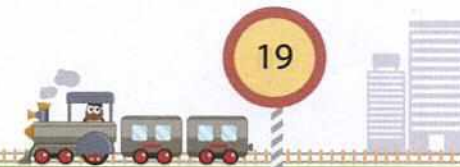
| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

14

2

10

4



HEGNUR

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

5 3

VELO

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

7

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

1 2 3 4 5

| | | | | | |
|--|--|---|--|--|--|
| | | W | | | |
|--|--|---|--|--|--|

6 7 8 9 10

| | | | | | | | | |
|--|--|--|--|--|---|--|--|--|
| | | | | | M | | | |
|--|--|--|--|--|---|--|--|--|

11 12 13 14 15 16 17



Writing Junction

Read this line.

The children said, 'Thank you mother, for telling us this interesting story.'
The children were very happy to listen to the story narrated by their mother.
They expressed their gratitude by thanking her in chorus. Being grateful is a quality. We use **thank you** to express gratitude.

Have you ever written a thank-you note to express your gratitude to someone?
Let's have a look at a thank-you note written by the children in the poem, to their mother for telling them stories every day.

Dear mother,

salutation

Thank you for telling us different stories every day.

Your stories give us a great amount of happiness.

body of
the letter

We appreciate everything you do for us, mother.

Love,

sign off

Arun, Aashish and Asha

signature

Imagine you have received a favour from someone in your family. Write a thank-you note to express your gratitude.



Get Set

Look at this symbol.



What does it stand for? Discuss.



Reading Junction

Have you noticed plastic bottles and other plastic materials thrown into drains or floating in the sea or in the river?

You must have read how waste materials harm the environment. **Do you think it is right to throw them here and there?**

What would you do if you found an empty plastic bottle? Would you throw it into the dustbin? Do you have a separate bin for recyclable waste?

Recycling is a process where waste materials are used to produce a fresh supply of the same material. All waste materials cannot be recycled. When we dispose of waste, it is important to separate recyclable waste from non-recyclable waste. Recyclable waste can be put to good use without posing a threat to the environment. Plastic is a recyclable waste.

posing: presenting (a problem or danger)
threat: damage or danger



Let us find out how plastic is recycled.



1. Collecting: Plastic bottles are collected along with other plastic waste from schools, houses, hospitals, restaurants and other places. They are then taken to a recycling centre.



2. Sorting: First, the bottles and other containers are cleaned. Then they are sorted based on the type and colour of the plastic. Each set is then sent to a shredding machine.



3. Melting: The plastic **shreds** are washed to remove **impurities**. They are then dried and melted.



4. Flaking: The plastic is then shaped into thin flakes. The flakes are again washed and dried.



5. End product: The flakes are then turned into many fine strings, which can be used to make a wide variety of products such as waterproof garments, carpets, etc. New plastic bottles can also be made from these.

So, the next time you dispose of waste, will you remember to separate recyclable waste from non-recyclable waste?

impurities: dirt

shreds: strips of material such as paper, cloth or food, that have been torn, cut or scraped from something larger



Get Going

A. Let us find the answers from the text.


1. Number the steps in the correct order.

sorting collecting melting flaking

2. Answer these questions.


- (a) What will happen if we do not recycle plastic?
- (b) Why is it important to separate recyclable waste from non-recyclable waste?
- (c) Fill in the blanks.

Plastic bottles are collected along with other plastic waste from _____, houses, hospitals, _____ and other places. They are then taken to a _____. The bottles and other containers are _____. Then, they are sorted based on the _____ and _____ of the plastic. Each set is then sent to a _____ machine. The shreds are _____, _____ and _____. The plastic is then shaped into _____. The _____ are used to make various products.

B.  Let us read between the lines.

1. Why is it important to separate recyclable waste from non-recyclable waste?
2. Why are the bottles and other plastic containers sorted according to their type and colour?
3. What would happen if we did not recycle plastic?



C.  Let us go beyond the text.

1. Do you think recycling is important for the earth?
2. Where have you seen separate bins for recyclable and non-recyclable waste? Do you think every home needs two bins?



Listening and Speaking Junction

Recycling can help us save our environment. It should be practised by every household to make our environment clean and green.

Listen carefully and complete the table.

| Issues | To Do |
|------------------|-------|
| wastage of water | |
| land pollution | |
| global warming | |

Now, look at the table above and take a pledge of the same.

You may begin like this:



I promise that I will not leave the tap running while brushing my teeth.



Vocabulary Junction

Read this sentence from the text.

The flakes can now be turned into **many** fine strings, which can be used to make a wide variety of products such as waterproof garments, carpets, etc.

The word **many** tells us about quantity.

Different quantifiers are used with **countable** and **uncountable** nouns.

Some words tell us how many people or things are there without stating the exact number. **Many** is such a word.

We use **many** with countable nouns and **much** with uncountable nouns.

We use **a few** with countable nouns and **a little** with uncountable nouns.

We use **some**, **all** and **any** with both countable nouns and uncountable nouns.

Examples:

*How **many** times have you seen a full moon?*

*I didn't study **much** today.*

*I have got **a few** old clothes that I can give you.*

*I know **a little** Japanese.*

*Give me **some** rice.*

*I read **some** books.*


***All** the apples are rotten.*



All my work has gone waste.

*I didn't break **any** cup today.*

*There isn't **any** paper in the printer.*

1. Fill in the blanks with much, many, a few, or a little.
 - (a) How _____ wings does a butterfly have?
 - (b) There isn't _____ time left to play. It will be dark soon.
 - (c) I like to sleep _____ before I begin work in the evening.
 - (d) I have only _____ coins left in my wallet.
 - (e) He gave me _____ books to read.
2. Fill in the blanks with some, all, or any.
 - (a) I would like to have _____ water, please.
 - (b) I can't find _____ erasers in the cupboard.
 - (c) I want _____ milk.
 - (d) _____ the children did not go out to play. _____ of them stayed back in class.
 - (e) Are there _____ laddoos left for me?
3.  Pair up with your friend. Fill in the blanks and ask your friend the questions. Your friend will answer using some, all, any, much, many, a few, or a little. Fill in the blanks in the answers and enact the conversation. One has been done for you.
 - (a) Can I use a few of your crayons?
Answer: Yes. You can use all my crayons.
 - (b) Is there _____ paint left in the tube?
Answer: Yes. There is _____ paint left.

(c) Can I have _____ milk?

Answer: Yes. There is _____ left in the carton.

(d) How _____ pencils do you have?

Answer: I have _____ .

(e) How _____ did you study today?

Answer: I didn't study _____ today.



Phonics Junction

Read this sentence.

You have **read** about how plastic can be recycled.

The word **read** here is the past tense of the word **read**. Though both the words have the same spelling, they are pronounced in different ways. In the past tense, the word is pronounced like the word **red**. In the present tense, it is pronounced like the word **reed**.

The **e** in **red** makes the same sound as **ea** in **bread**.

Let us look at some words with ea and e that have the same sound.

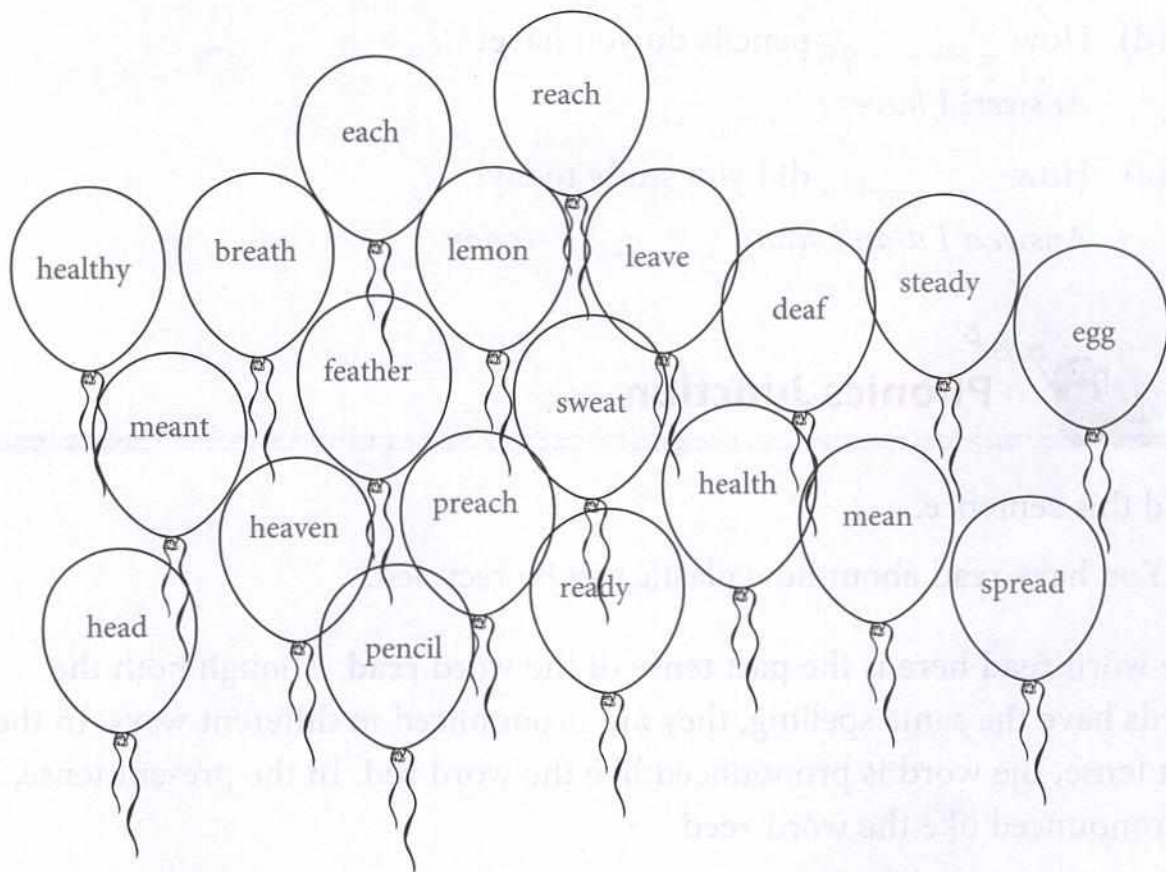
| | | | | |
|--------|--------|--------|----------|--------|
| head | bread | thread | egg | ferry |
| spread | meant | sweat | echo | lemon |
| deaf | breath | health | question | pencil |

Now, read aloud the words beach and bread. The letters ea have two different sounds.





Colour the balloons **green** if ea or e in the words are pronounced as in the word **beach** and **orange** if they are pronounced as in the word **bread**.



Grammar Junction

Read this sentence from the text.

The plastic shreds **are washed** to remove impurities.

The word that shows the most important action in a sentence is called the **main verb** of the sentence. In the above sentence, **washed** is the main verb.

A **helping verb** helps the main verb. In the above sentence, **are** is the helping verb.

The plastic shreds **are washed** to remove impurities.

↓ ↓
(helping verb) (main verb)

Helping verbs include:

| | | | | |
|------|-------|-------|--------|-------|
| am | is | are | was | were |
| be | may | might | been | do |
| does | did | shall | should | has |
| must | have | had | can | could |
| will | would | being | | |

Remember!



Do you remember the present continuous and past continuous tenses?

Am, is, are, was and **were** are helping verbs in present continuous and past continuous sentences.



A verb is called a helping verb when it is used with a main verb. There could be more than one helping verb in a sentence.

1. Circle the helping verbs and underline the main verbs in these sentences.

- (a) The children are jumping on the trampoline.
- (b) We have seen it before.
- (c) We must respect our national flag.
- (d) She is baking a cake today.
- (e) You should start early.
- (f) Anu has completed her homework.
- (g) I may be late for practice.

Remember!



The subject and the verb in a sentence must agree with each other.

2. Fill in the blanks with the correct verbs.

- (a) Colourful butterflies _____ hovering over the flowers.
(is/are)
- (b) A deer _____ strolling near the river bank. (is/are)
- (c) Knotty says, 'I _____ going to slide down your neck, Lambu. Please be steady.' (am/are)



- (d) The kittens _____ playing with the yarn. (*were/was*)
 (e) The crowd _____ gathered outside the mayor's office. (*has/have*)

3. Identify the error and rewrite each sentence correctly.

- (a) Sneha are eating apples from the basket.
 (b) Piyush have written a letter to his grandfather.
 (c) We is leaving for Chennai tomorrow.
 (d) Geetu and Satish is writing in their notebooks.
 (e) People was walking towards the theatre.



Writing Junction

In this chapter, we read how plastic is recycled. According to surveys done worldwide, tons of plastic is used every day all over the world. Surveys are examinations done on a topic by asking people their opinions on it.

Look at the survey sheet given below. Ask these questions to five people and record their responses as yes/no.

| Questions | Response 1 | Response 2 | Response 3 | Response 4 | Response 5 |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Do you reuse plastic bottles at home? | | | | | |
| Do you use plastic utensils at home? | | | | | |

| Questions | Response 1 | Response 2 | Response 3 | Response 4 | Response 5 |
|--|------------|------------|------------|------------|------------|
| Do you dispose of candy wrappers or food packets on the streets? | | | | | |
| Do you reuse pickle/ jam jars at home? | | | | | |

Now that you have recorded the responses, write a paragraph on your findings.

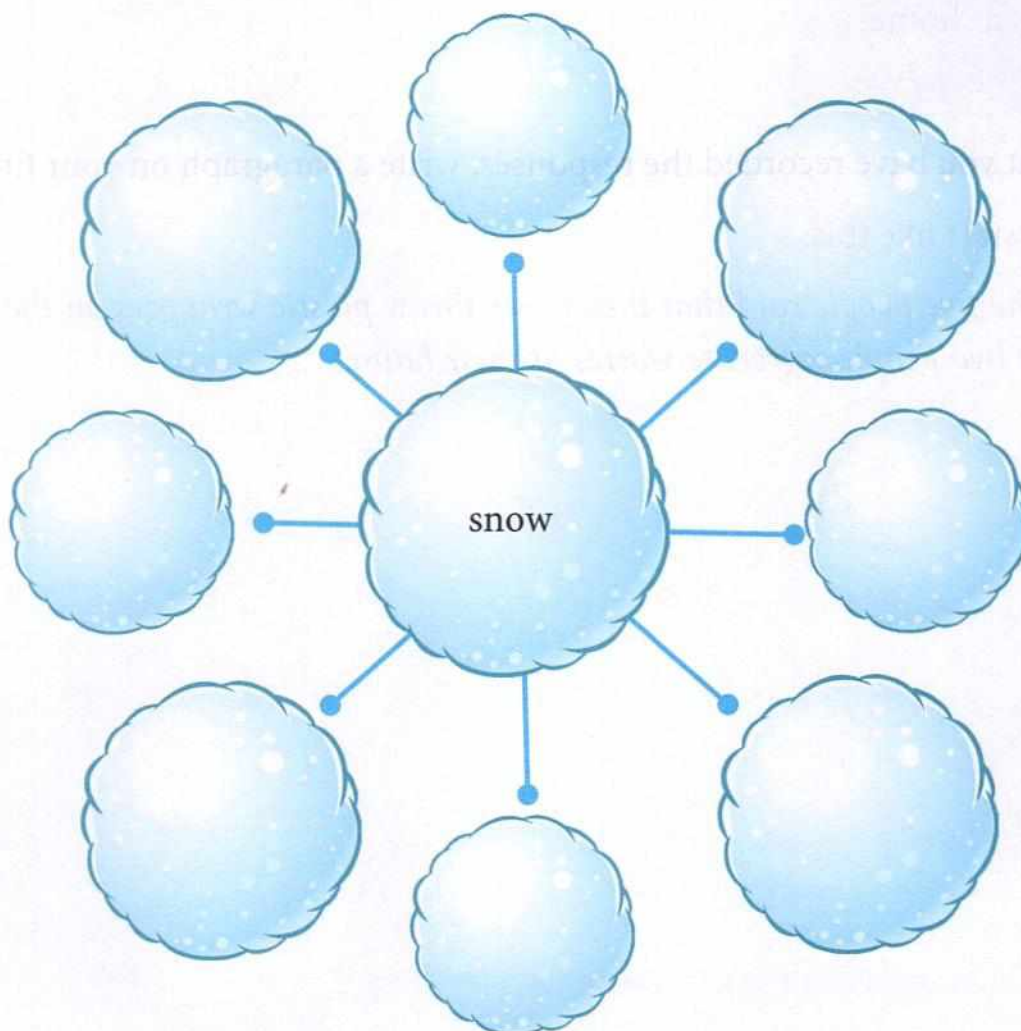
You can start like this:

*All the five people said that they never throw plastic wrappers on the streets.
Only two people segregate wastes at their houses ...*



**Get Set**

What comes to your mind when you think of snow? Write the words in the snowballs.





Reading Junction

Meg is reading a beautiful poem about snow. Let us read with her.

See the pretty snowflakes
Falling from the sky;
On the wall and **housetops**
Soft and thick they lie.

On the window **ledges**,
On the branches **bare**;
Now how fast they **gather**,
Filling all the air.

Look into the garden,
Where the grass was green;
Covered by the snowflakes,
Not a **blade** is seen.

Now the bare black bushes
All look soft and white,
Like the cuddly little snowmen,
Oh! What a pretty sight!

– Anonymous

housetop: roof of a house

ledge: shelf-like structure outside a window

bare: uncovered

gather: collect

blade: a single piece of grass





Get Going

A. Let us find the answers from the poem.

1. Tick (✓) the things that are covered in snow.




2. The snow has covered everything. Do you agree? Mention lines from the poem to support your answer.


3. Why does the poet call the bushes bare and black? Explain.

4. Do you think the poet likes this season? Give evidence from the poem.



B.  Let us read between the lines.

1. Name the season described in the poem.
2. What is the poet describing in the line, 'Now how fast they gather'?
3. List the adjectives used to describe the snowflakes in the poem.

C.  Let us go beyond the text.

1. Draw a picture of the scene described in the poem and write about it.
2. Which country do you think the poet lives in?
3. What do you like about winter?

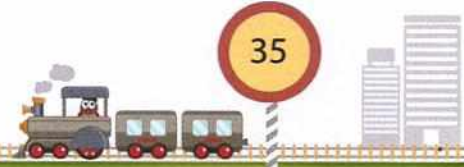


Listening and Speaking Junction

Listen to Mona, Abdul, Sai and Sneha talk about their favourite seasons and why they like it.

Now, complete the table.

| Name | Favourite Season | Reason |
|-------|------------------|--|
| Mona | Winter | _____ |
| Abdul | _____ | We get mangoes in summer. Mango is my favourite fruit. |



| Name | Favourite Season | Reason |
|-------|------------------|--------|
| Sai | Autumn | _____ |
| Sneha | _____ | _____ |

It's your turn now. Talk about your favourite season. Tell the class what you like about it.



Vocabulary Junction

Read these lines from the poem.

Now the bare black bushes
 All look soft and white,
Like the cuddly little snowmen
 Oh! What a pretty sight!

Here, the poet is comparing two things.

What do you think he is comparing?

The poet is comparing the bare black bushes covered in snow to snowmen.

Such comparison of two dissimilar things using the words **like** or **as** is called a **simile**.

- Look at the following sentences. What are the two things that are being compared in each sentence using simile? Discuss.
 - The bench was as hot as an oven.
 - The river looked like a snake.
 - He is as strong as an ox.
 - The mud looks like chocolate.



2. Complete these sentences using appropriate similes.
- (a) The roads were _____.
 - (b) She looked _____.
 - (c) Geometry is _____.
 - (d) The pastries were _____.
3. Explain the two things that are being compared in each sentence and how they are similar. One has been done for you.
- (a) Radha sings like a nightingale.
Radha is being compared to a nightingale, in this sentence. Radha sings as beautifully as a nightingale sings.
 - (b) Brijesh is as tall as a tree.
 - (c) Chintu swims like a fish.
 - (d) Don't say anything to her right now! She will cry like a baby.
 - (e) He is as quiet as a mouse.
4. Write a simile each about your friend, teacher, an animal and your favourite food.



Phonics Junction

Read these lines from the poem.

Where the grass was green;
Covered by the snowflakes,
Like the cuddly little snowmen,
Oh! What a pretty sight!

Read the words **covered** and **cuddly** aloud.

The letters **o** and **u** in both the words are pronounced in the same way.



Now let us look at some more examples.

| u | | o | |
|--------|-----------|--------|---------|
| us | much | cover | come |
| up | butter | colour | comfort |
| sun | summer | dozen | mother |
| gum | thunder | Monday | money |
| fun | tunnel | above | none |
| luck | difficult | love | monkey |
| punish | duck | | nothing |



Read the words aloud. Colour the boxes green where u or o is pronounced as in the words cuddly or cover.

| | | | | |
|---------|-----------|-----------|---------|-------|
| stuck | grow | wonderful | culture | off |
| show | futher | push | polish | run |
| month | underline | funny | tunnel | put |
| unicorn | honey | does | stone | munch |
| truck | pull | lunch | post | cup |



Grammar Junction

Read these sentences.

It **never** snows in summer.

We **sometimes** play in the snow.

The roads are **usually** blocked during heavy snowfall.

Mamma **always** makes hot chocolate when it snows.

Remember!



Adverbs are words that modify verbs, adjectives or another adverb.

The words **never**, **sometimes**, **usually** and **always** are **adverbs** that tell us how often an action, activity or event takes place. These adverbs are called **adverbs of frequency**.

Look at the examples given below.

| Adverbs | Examples |
|-----------|---|
| never | <i>I never shout at my friends.</i> |
| sometimes | <i>I sometimes visit my grandparents.</i> |
| usually | <i>I usually play football in the evening.</i> |
| always | <i>I always go to bed by 10 o'clock.</i> |

Let us look at some more adverbs.

| Adverbs | Examples |
|---------------|---|
| often | <i>I often play games on the computer.</i> |
| occasionally | <i>I occasionally eat junk food.</i> |
| seldom/rarely | <i>I seldom read magazines.</i> |
| hardly ever | <i>I hardly ever eat out.</i> |

1. Circle the adverbs of frequency in these sentences.

- (a) Sneha always has her meals on time.
- (b) The train is usually late in the evenings.
- (c) Reet often goes to the park in the morning.
- (d) They rarely eat fast food.
- (e) Raju is never late to school.

2. Complete the sentences using appropriate adverbs from the box.

every


usually

occasionally

always

_____ summer, I look forward to visiting my grandmother. We _____ travel by train. We pack a lot of things to eat, and board games to play during the journey. The trip is _____ very exciting.



3.  Make sentences with these adverbs to talk about your daily routine.
 (a) always (b) usually (c) often (d) every (e) sometimes



Writing Junction

Look at this poster.






SAVE THE EARTH




Effects of Excessive Waste

-  Waste material causes pollution.
-  Poor living conditions.
-  Pollution causes diseases.
-  The environment is in danger.
-  Animals and birds are affected.

WHAT YOU CAN DO

Reduce Waste

-  Buy less
-  Use less
-  Conserve what you have

Reuse Things

-  Use things more than once.
-  Share things
-  Repair and use
-  Use cloth bags instead of plastic bags

Recycle Things

-  Separate different types of waste.
-  Recycle to get new things out of the old



Now, make a poster on a topic related to the environment.



Get Set



Listen to the two stories. One is a folk tale and the other is a fable. Do you know the difference between the two?

Note down your points in these two boxes.

| Folk Tale | Fable |
|-----------|-------|
| | |



Reading Junction

A long time ago, on the banks of a river in Germany, there was a small town called Hamelin. It was a beautiful little town with pine-shaped roofs on the houses and stone-paved roads. However, the townsfolk faced a big problem! They were troubled by rats. There were rats everywhere— in houses, shops, schools and in every nook and corner of the town. They would eat the bread at the bakery. They would jump into pots of soup cooked for dinner. People were so worried that they decided to meet the town mayor.



They gathered outside the mayor's office. The mayor and his officers listened to their stories. They discussed different ways to get rid of the rats, but could not find a solution.

The following morning, the depressed faces were greeted by a stranger. He wore multicoloured clothes, a bluish feather on his cap and a bright smile on his face. He carried a strange-looking flute.

The stranger said, 'I have heard that your town is **infested with** rats. What **reward** will I receive if I get it rid of the rats?' The mayor could not believe that a stranger was offering him a solution to the problem that had been troubling his town for days!

The mayor replied, 'You will get ten thousand gold coins.' The stranger smiled and walked out of the mayor's office.

Early next morning, the town woke up to a strange music. It was coming from the strange man's pipe. Soon, rats were running out from everywhere and gathering around him. The man walked through the streets of Hamelin, and everywhere he went, rats came running out to follow him. The people of Hamelin watched the scene out of their windows.

infested with: full of
reward: prize

Who do you think is the stranger?
Why has he come to Hamelin?



The man started walking towards the jungle. An excited small girl in the crowd shouted, 'Look! The Pied Piper!' It was an **extraordinary** sight: the Pied Piper with all the rats of Hamelin following him.

Soon the Pied Piper disappeared into the jungle with all the rats behind him. The people of Hamelin were **ecstatic**. 'Hurray! There are no more rats,' they all shouted. The town was full of smiling faces once again. Soon afterwards, the Pied Piper walked into the mayor's office and asked for his reward. The mayor replied, 'Here are five hundred gold coins, and that will be all for now.'

The Pied Piper looked angrily at the mayor and walked out without saying a word. He pulled out his pipe again and started playing it. However, this time he was playing a different tune.

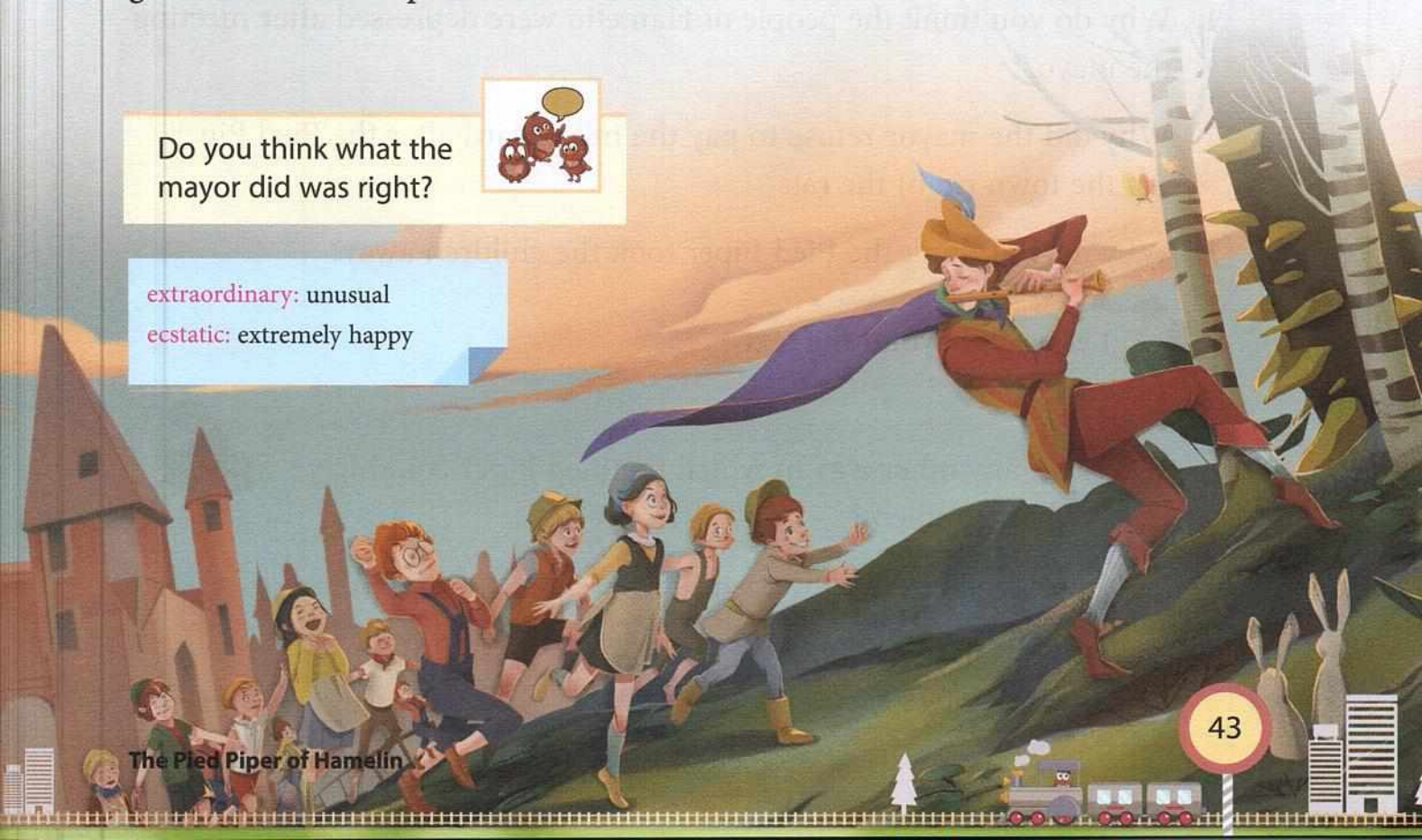
Soon, all the children of Hamelin started following the Pied Piper. He walked out of the town along with the children and disappeared into the mountains. The townsfolk began to cry, 'The Pied Piper has taken our children away.'

The mayor decided to make amends. He set out with his men to search for the piper. They met the piper by the mountain, munching a piece of bread. The mayor said, 'I am sorry, Piper. I will give you the promised amount. Let go of the children, please.'

Do you think what the mayor did was right?



extraordinary: unusual
ecstatic: extremely happy



The Pied Piper said nothing and walked away. He returned in a few hours, this time with all the children. The mayor handed him a bag containing the remaining gold coins. The Pied Piper took the bag and left, never to be seen again.

Do you think the Pied Piper did the right thing when he took the children away? Why?




Get Going

A. Let us find the answers from the story.

1. How did the rats trouble the townsfolk?
2. Why was the mayor surprised?
3. Who named the stranger 'Pied Piper'?
4. Create a story map to show the events that happened at the beginning, in the middle and at the end of the story.

B.  Let us read between the lines.

1. Why do you think the people of Hamelin were depressed after meeting the mayor?
2. Why did the mayor refuse to pay the full reward after the Pied Piper got the town rid of the rats?
3. Why do you think the Pied Piper took the children away?

C.  Let us go beyond the text.

1. Is there any other way in which the Pied Piper could have solved his problem?
2. Where do you think the Pied Piper went at the end of the story?





Speaking Junction

Read this conversation between an old man and the Mayor of Hamelin.



What happened, Mayor? Why are you worried?

I am worried because I do not know what I should do to get our children back home safely!



I suggest that you pay the Pied Piper what you had promised. He might then return all the children of Hamelin.

In the given conversation, the old man is suggesting a way that will allow the mayor to get back the children of Hamelin. Hence, he is using the phrase **I suggest**.

There are different phrases that can be used to offer a suggestion or an advice. These phrases include:

You should or ought to ...

It would be better if you ...

I suggest or advise that ...

I would like to suggest that ...

I think you should or could ...

Now, use similar phrases to offer an advice or a suggestion to the situations given below.

Situation 1: The Pied Piper wants his full reward.

Situation 2: The people of Hamelin want their children back.

Situation 3: The children now want to go back to their parents.

Situation 4: The Mayor doesn't want the rats ever to come back to Hamelin.





Vocabulary Junction

Read this sentence from the story.

He wore **multicoloured** clothes, a **bluish** feather on his cap and a bright smile on his face.

The word **bluish** is an adjective that is formed by adding the suffix **-ish** to the noun **blue**.

The word **bluish** means blue in colour.

The suffix **-ic** is also added to nouns to form adjectives.

Remember!



A **prefix** is a letter or a set of letters added to the beginning of a word to form a new word.

A **suffix** is a letter or a set of letters added to the end of a word to form a new word.

Examples:

*The palak dosa was **greenish** brown in colour. (greenish – green in colour)*

*Mohan did a **heroic** thing by saving the drowning cat. (heroic – having the characteristics of a hero)*

The word **multicoloured** is formed by adding the prefix **multi-** to the word **coloured**.

Multi is a **prefix** that means **many**.

The word **multicoloured** means **having many colours**.

Other prefixes include **pre-**, **bi-** and **super-**. The prefix **pre-** means before, **bi-** means twice or two, and **super-** means of the highest quality or degree.

Examples:

*He works for a **multinational** company.*



*Hari still remembers his **preschool** days.*

*The conference is held **biannually**.*

*We bought vegetables from the **supermarket**.*

1. Read these sentences. Then, match the adjectives in column A to their meanings in column B.
- (a) He invented a multi-purpose gadget.
 - (b) The white uniform looked yellowish and dirty.
 - (c) Her mother is Spanish.
 - (d) Gandhiji's Salt Satyagraha is a historic event.
 - (e) The baby had an angelic face.
 - (f) Reema looked boyish after she cut her hair short.
 - (g) Kannu is allergic to peanuts.
 - (h) Libin took a prepaid auto from the station.
 - (i) Sudhir attends bimonthly meetings of the company.
 - (j) Every country wants to buy a supersonic jet.

| A | B |
|--------------|---|
| multipurpose | showing the behaviour or features of a boy |
| yellowish | to have a dislike for (or a reaction to) a substance |
| Spanish | can be put to use for many purposes |
| historic | twice a month |
| angelic | having a speed greater than that of sound through air |
| boyish | a person from Spain |
| allergic | something important and famous |
| bimonthly | a person or place that looks calm and beautiful |
| supersonic | yellow in colour |



2. Complete these sentences using the words given in the box.

artistic

feverish

preview

superstar

- (a) Rohan has become a _____ in his school after he saved a girl from drowning.
- (b) Turn to page 4 for a _____ of the next month's programmes.
- (c) I am feeling a little _____ today.
- (d) Rhea is _____ by nature. She loves to paint and create beautiful things.



Phonics Junction

Read these sentences from the story.

An excited small **girl** in the crowd shouted, 'Look! The Pied Piper!'
The Pied Piper looked angrily at the mayor and walked out without saying a **word**.

He **returned** in a few hours, this time with all the children.

The letters **ir**, **or** and **ur** in the words **girl**, **word** and **returned** are pronounced in the same way.

Let us look at some more words that are pronounced in a similar manner.

| | | | |
|---------|-------|----------|----------|
| were | word | turn | girl |
| prefer | work | burn | dirty |
| nerve | worst | return | birthday |
| person | world | hurt | circle |
| perfect | worth | church | firm |
| service | worse | Thursday | shirt |
| verb | worm | burst | skirt |

| | | | |
|---------|----------|-------|-------|
| herb | attorney | nurse | stir |
| diverse | network | purse | third |



Listen to the sentences. Note down all the words that have the same sound that you just learned.



Grammar Junction

Read this sentence from the story.

The town was full of **smiling** faces once again.



Recap

The suffix **-ing** is added to verbs to show that the action is still going on.

The word **smiling** is formed from the verb **smile**.

But, it is not used as a verb in the above sentence. It is the **present participle** form of the verb **smile**. It is used as an **adjective**.

Sometimes, verbs that end in **-ing** are used as **adjectives**.

We also use the **-ing** form of a verb in continuous tenses. For example,

*Look how sweetly the baby is **smiling**.*

Here, the word **smiling** acts as a verb and not as an adjective.

1. Underline the verbs used as adjectives in these sentences.

- The dancing daisies looked beautiful.
- The prancing horse was trotting past the winning line.
- The creaking door scared my pet cat.
- The tiring day finally came to an end.
- Dad caught two fish with the new fishing rod.



2. Complete these sentences using the adjectives given in the box.

| | | | |
|----------|---------|-----------|---------|
| racing | burning | twinkling | barking |
| exciting | buzzing | setting | |

- (a) The _____ lights lit up the home beautifully.
- (b) _____ bikes can go as fast as 100 kmph.
- (c) My sister clicked a picture of the _____ sun.
- (d) The smell of _____ tyres filled the air.
- (e) It is an _____ game to play.
- (f) _____ dogs are a nuisance to people living nearby.
- (g) The bees make a _____ sound when they collect honey.

3. Zara and her brother Vasim went to the zoo with their mother. Write sentences adding -ing to the words given in the box and use them as adjectives to describe the actions of the animals they saw at the zoo.

| | | | |
|--------|------|-------|---------|
| gallop | roar | chirp | graze |
| swim | dive | howl | trumpet |



Writing Junction

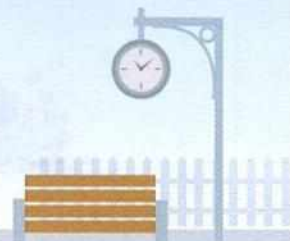
Imagine you were among the children the Pied Piper led away into the mountains.

Write a story about what you think could have happened there. You could write about:

- the place where the piper took you
- the things that you saw around
- the things that you did there
- the way you felt there

Use a story map to note down your ideas before you begin writing the story. Include dialogues to make your story interesting.





Get Set

Have you read stories about animals? At times, in stories, animals are shown to have a typical behaviour. For example, a lion is shown to be proud.

Look at these pictures. Match the animals with how they are usually described in stories.



foolish



faithful

mischievous



hardworking



wise

cunning



ferocious



Discuss the meanings of the words with the students.





Reading Junction

Let us read a poem about a clever fox who uses his wit to satisfy his hunger.

Mr Crow was perched upon a limb,
And Reynard, the Fox looked up at him;
For the Crow held in his big black beak
A morsel the Fox would go far to seek.

Said the Fox, in an admiring tone: 'My word!
Sir Crow, you are a handsome bird.
Such gorgeous feathers! If you would only sing,
The birds of these woods would call you King.'



The flattered Crow, who did not see the joke,
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride –
And down fell the morsel the Fox had spied.

'Haha!' said the Fox. 'And now you see
You should not listen to flattery.
Vanity is indeed a horrid vice –
I'm sure the lesson is worth the price.'

– Adapted from 'The Raven and the Fox' by
Jean de La Fontaine

morsel: a small piece of food

flattery: insincere praise for one's own interests

vanity: excessive pride in oneself

vice: a bad quality

How do you think the crow felt
after the fox ate the morsel?





Get Going

A. Let us find the answers from the poem.

1. Why was the fox looking up at the crow?
2. How did the fox flatter the crow?
3. Write the adjectives used in the poem to describe these nouns:

beak


bird

feathers

crow

B.  Let us read between the lines.

1. Explain the part in bold in the given lines.
 - (a) A morsel the Fox would **go far to seek**.
 - (b) The flattered Crow, who did not **see the joke**,
 - (c) He opened his beak, in his **foolish pride** –
2. What was the joke that the crow did not understand?
3. What is the lesson and the price that the fox is talking about?

C.  Let us go beyond the text.

1. Do you think vanity is good? Explain with reasons.
2. Do you think it is right to flatter others to get things done?



Listening Junction

The poem 'The Fox and the Crow' is based on one of the Aesop's fables. Do you know what a fable is?



This is a paragraph about fables. Listen to your teacher and complete it.

Fables are _____ that have _____ as the main characters. These _____ show various _____ such as being _____, _____, _____, _____, or _____. Such stories have a particular _____ and are often used to teach a _____ to young children. The moral or the lesson may or may not be stated _____. It is for the _____ to find the moral of the story. _____ are usually simple and easy to understand. These are passed from one _____ to another through _____ and _____ forms.



Speaking Junction

In the poem, the fox tricked the crow by flattering him. Flattery is not the right way to appreciate someone. One must always be honest in appreciating another person.

Here are some expressions we use to encourage and appreciate someone.

Encouraging someone

Good luck!
You can do it.

Work hard.
Keep going.

Do the best
you can.

Reacting to good news

That's great!

I am glad to
hear that.

Good for you!



Now, read the example.

Shruti has a solo dance performance. She is feeling nervous. Rita, her best friend, holds her hand.

Rita: *Shruti, listen to me! You have worked hard and **you can do it**. You must **believe in yourself**. Don't be nervous. Just **do the best you can**.*

Shruti (smiles): *Thanks.*

Shruti's name is called and she prepares to go on stage.

Rita (whispers): ***Good luck! You can do it.***

Shruti does well. She is selected.

Rita: *I am happy that you got selected! I knew **you could do it**.*

Shruti: *Thank you, Rita!*

Use appropriate phrases to appreciate or encourage your friend in the following situations:

- Your friend won a quiz competition.
- Your friend is writing an exam after a week.



Vocabulary Junction

Rhyme Scheme

Did you like to sing rhymes that were taught in your kindergarten classes?

Do you know what makes rhymes so interesting and likeable?

The common feature found in rhymes is the repetition of sounds at the end of words in each line. This feature is also used in poems.

Read the first four lines of the poem 'The Fox and the Crow'.

Mr Crow was perched upon a limb,



And Reynard, the Fox looked up at him;
For the Crow held in his big black beak
A morsel the Fox would go far to seek.

The first two lines end with words having similar sounds – **limb** and **him**.

Similarly, the next two lines also end with words having similar sounds – **beak** and **seek**.

Words that end with similar sounds are called **rhyming words**. Thus, **limb** and **him**; **beak** and **seek** are known as rhyming words.

Notice that such a pattern is seen throughout the poem. The pattern in which the lines of a poem rhyme is called a **rhyme scheme**.

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,

| | |
|---|---|
| <i>Mr Crow was perched upon a limb,</i> | A |
| <i>And Reynard, the Fox looked up at him;</i> | A |
| <i>For the Crow held in his big black beak</i> | B |
| <i>A morsel the Fox would go far to seek.</i> | B |

These lines have the rhyme scheme AABB.

There can be different rhyme schemes for different stanzas in a poem.

Let us look at another example.

| | |
|---|---|
| <i>Once in royal David's city</i> | A |
| <i>Stood in a lowly cattle shed,</i> | B |
| <i>Where a mother laid her baby</i> | C |
| <i>In a manger for his bed:</i> | B |



Mary was that mother *mild*, D

Jesus Christ her little *child*. D

The above lines have the rhyme scheme ABCBDD.

1. Identify the rhyme schemes of these stanzas.

(a) There was a little guinea pig,
Who being little, was not big;
He always walked upon his feet,
And never fasted when he ate.

(b) All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

(c) When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

(d) Once there was an elephant,
Who tried to use the telephant –
No! No! I mean an elephone
Who tried to use the telephone –
(Dear me! I am not certain quite
That even now I've got it right.)



Phonics Junction

Read these lines from the poem.

He opened his beak, in his foolish **pride** –
And down fell the morsel the Fox had **spied**.
'Ha-ha!' said the Fox. 'And now you see
You should not listen to flattery.
Vanity, is indeed a horrid **vice** –
I'm sure the lesson is worth the **price**.'

Read the words with bold letters aloud – pride, spied, vice and price. They have the same vowel sound.

Other words with the same sound include **cry** and **light**. The letters **i_e**, **igh**, **y** and **ie** make the same sound in these words.

Let us read aloud some more words that have the same sound.

| | | | | | | | | |
|-------|-------|------|-------|-----|------|-----|-----|------|
| child | light | hide | write | cry | time | sky | why | rice |
|-------|-------|------|-------|-----|------|-----|-----|------|

Use words from the table to complete these sentences. Now, read the sentences aloud.

1. The _____ is playing with a ball.
2. Please switch on the _____.
3. We are playing _____ and seek.
4. We must hurry or we'll never reach on _____.
5. Birds fly in the _____.
6. _____ are you talking?
7. Give me some _____. I have some curry left on my plate.
8. Mom asked my brother not to _____.
9. I have to _____ a story for the assignment.





Grammar Junction

Read this line from the poem.

The **flattered** Crow, who did not see the joke,

The word **flattered** is formed from the verb **flatter**. It is the **past participle** form of the verb **flatter**. Here, **flattered** is used as an **adjective**. Some verbs that end in **-ed**, **-d**, **-t**, **-en** and **-n** are used as adjectives.

Examples:

Frozen fruits are my favourite dessert.

The *bent* stick looked like the letter L.

She is writing with her *broken* pencil.

Baked yoghurt is a tasty *dish*.

Remember!



We have already learned about **-ing** verbs used as adjectives.

1. Underline the verbs used as adjectives in these sentences.

- That is the picture of a burnt pie.
- She knocked on the locked door.
- The broken plate lay on the floor.
- Sia put a bandage on her swollen leg.
- He wore a torn shirt.

2. Complete these sentences using the words given in the box.

| | | | | |
|--------|----------|----------|--------|------------|
| broken | confused | burnt | hidden | astonished |
| bored | frozen | deserted | stolen | satisfied |

- The _____ children requested grandpa to tell a story.
- He had a _____ expression on his face.
- The _____ treasure was found by the pirates.



- (d) They could not break the _____ ice.
- (e) The poor man had a _____ smile on his face after the meal.
- (f) Don't walk! There is _____ glass everywhere.
- (g) I don't like to eat _____ food.
- (h) They rescued the dog which was found in a _____ building.
- (i) After the show, the magician was cheered by _____ faces.
- (j) The police caught the thieves with the _____ goods.



Writing Junction

In the poem, we see how Reynard, the fox, took the morsel away from Mr Crow. After eating the morsel, he met some friends on his way home. He narrated the entire incident to them. Let's read what Reynard narrated to his friends.

*I had a treat for lunch today. It was **almost two in the afternoon**, and I was hungry. I had gone till the edge of the forest looking for food, but couldn't find anything. I was on my way back when I spotted him. It was **Mr Crow**, perched on a **high branch of an old mango tree**. He had a delicious-looking morsel in his mouth. I could see that it was **a piece of cake**. I wanted it.*

*But **how could I get it?** I thought hard. Then, an idea struck me. I decided **to flatter the crow**. I praised his beauty first. I could see he was pleased. Next, I told him the birds would call him the King of the jungle if only he sang. He didn't realise I was making fun of him. He opened his mouth perhaps to sing or to thank me. I didn't care. All my attention was on the morsel. As soon as it fell, I ate it.*

Before I left, I gave Mr Crow some advice. You should have seen him – he just sat there looking shocked.



While narrating the incident, he made some changes to the story.

- He used the **past tense**.
- He showed the **order of events using sequencing words** (*then, next, before*).
- He answered six questions – **who, what, why, where, when and how** (*Mr Crow and I; cake and morsel; I wanted it; high branch of an old mango tree; almost two in the afternoon; flatter the crow*).
- He talked about his **thoughts and feelings**.
- He used **humour to make the story more interesting**. (*he opened his mouth ... thank me*)

These points should be kept in mind while narrating an experience.

Now,



Mr Crow visited his friends after Reynard, the fox, took his morsel away.

He narrated the whole experience to his friends.

Imagine yourself to be Mr Crow. Narrate the experience in your own words.





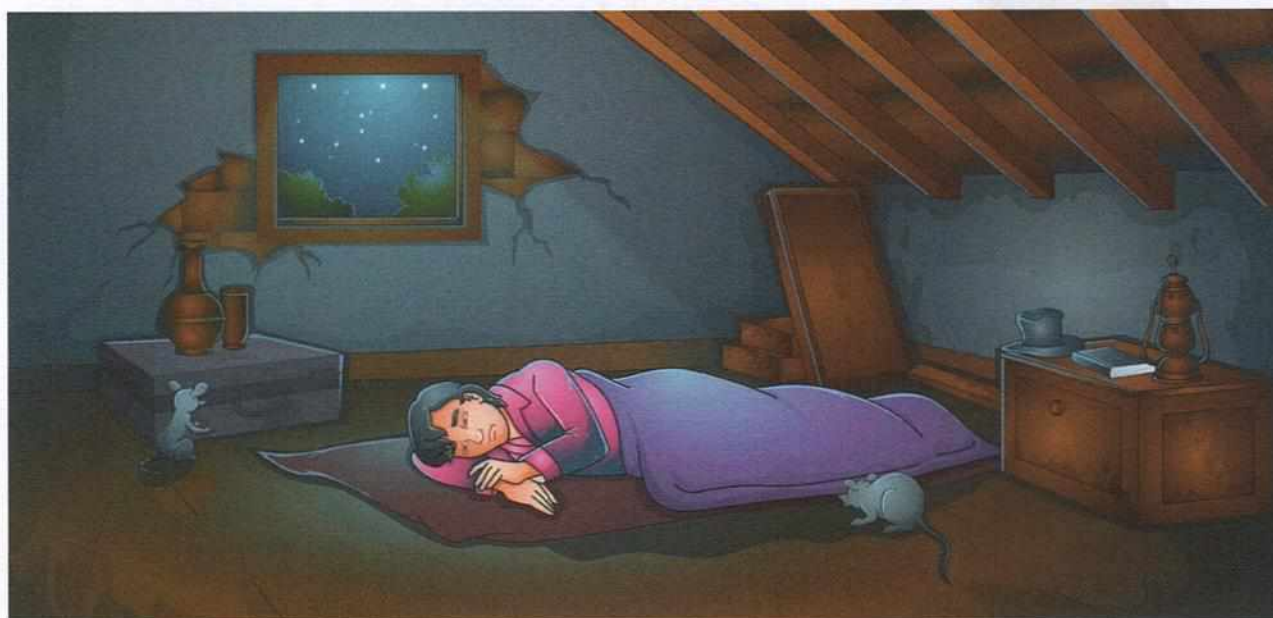
Get Set

1. Are there pests in your house? What do you do to keep your house free of pests?
2. Discuss a situation with your friends when pests in your house had destroyed a valuable thing of yours.



Reading Junction

Read this story about a little boy and his cat.



A long time ago, a young orphan boy named Richard Whittington **hitchhiked** to London to try his fortune. He did odd jobs here and there and slept on the pavement. One day he was spotted by a

hitchhiked: travelled by asking for free rides in other people's vehicles



merchant, Mr Fitzwarren, who gave him work at his house. His job was to help the cook and in return, he received food and lodging.

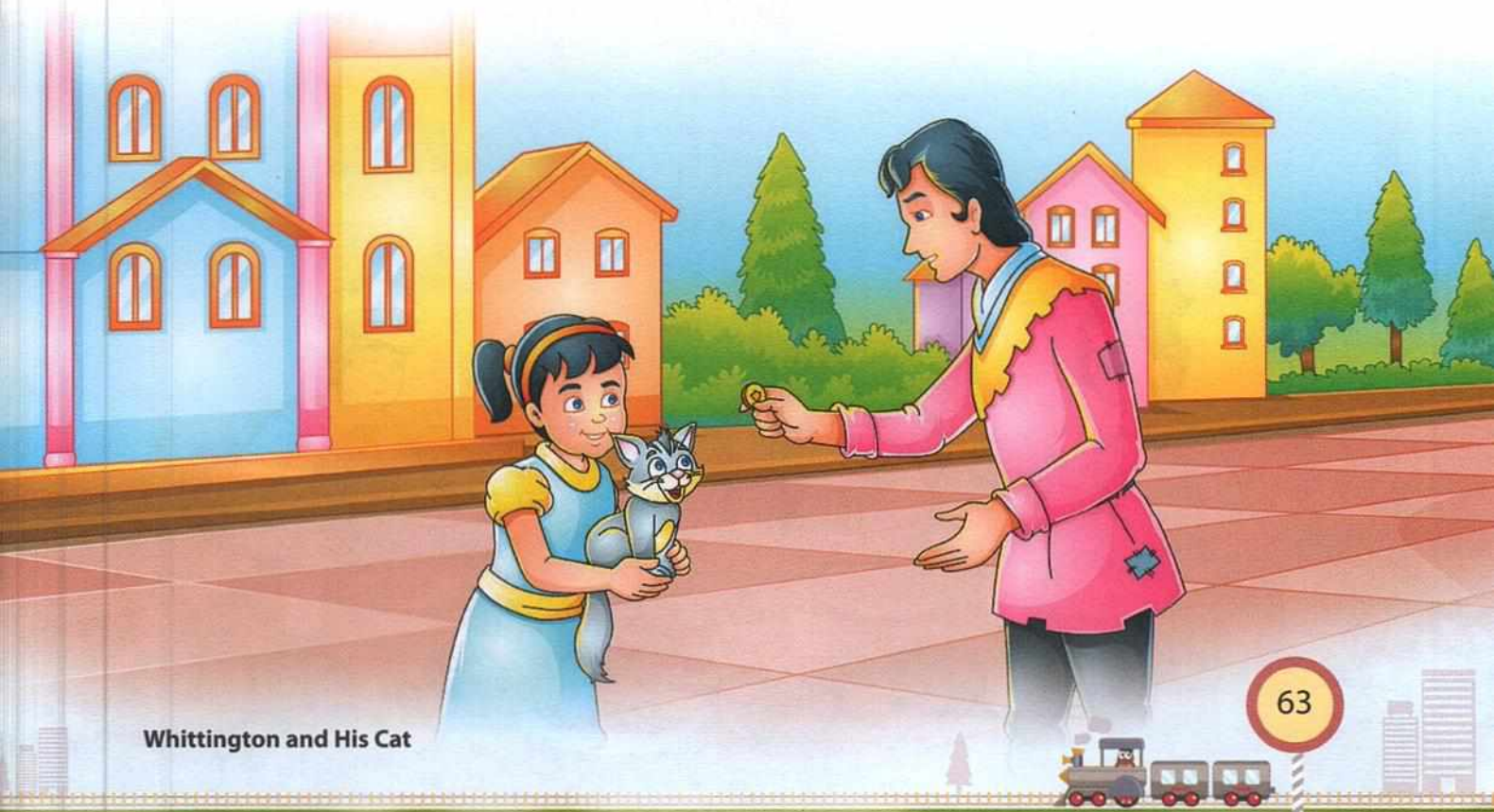
Whittington enjoyed work but he faced a big problem. There were rats in the attic where he slept. They would keep him awake most of the night. He would be tired and weary the next morning. Whittington decided to get a cat. As luck would have it, the next day, he came across a girl with a cat. He bought the cat for a penny. Whittington slept soundly from then on. The cat became his only friend.

What do you understand by 'as luck would have it'?



Whittington also loved to daydream. He would think of faraway lands where he would go on **expeditions** with his faithful cat. He imagined himself as a knight who rid the world of rats! He saw people cheering him and kings sending **envoys** with treasures in gratitude. But all these would come to a sudden end when he would hear the cook shout, 'Whittington! I want you to clean the pots. Where are you, you idle boy? What have you been doing?', Whittington would stop his daydreaming and get back to work. He believed that some day things would be different.

expeditions: adventurous trips
envoys: messengers



After some days, Mr Fitzwarren's ship was ready to sail and he called for his servants. It was the custom

Why do you think Whittington loved to daydream instead of playing or doing something else to amuse himself?

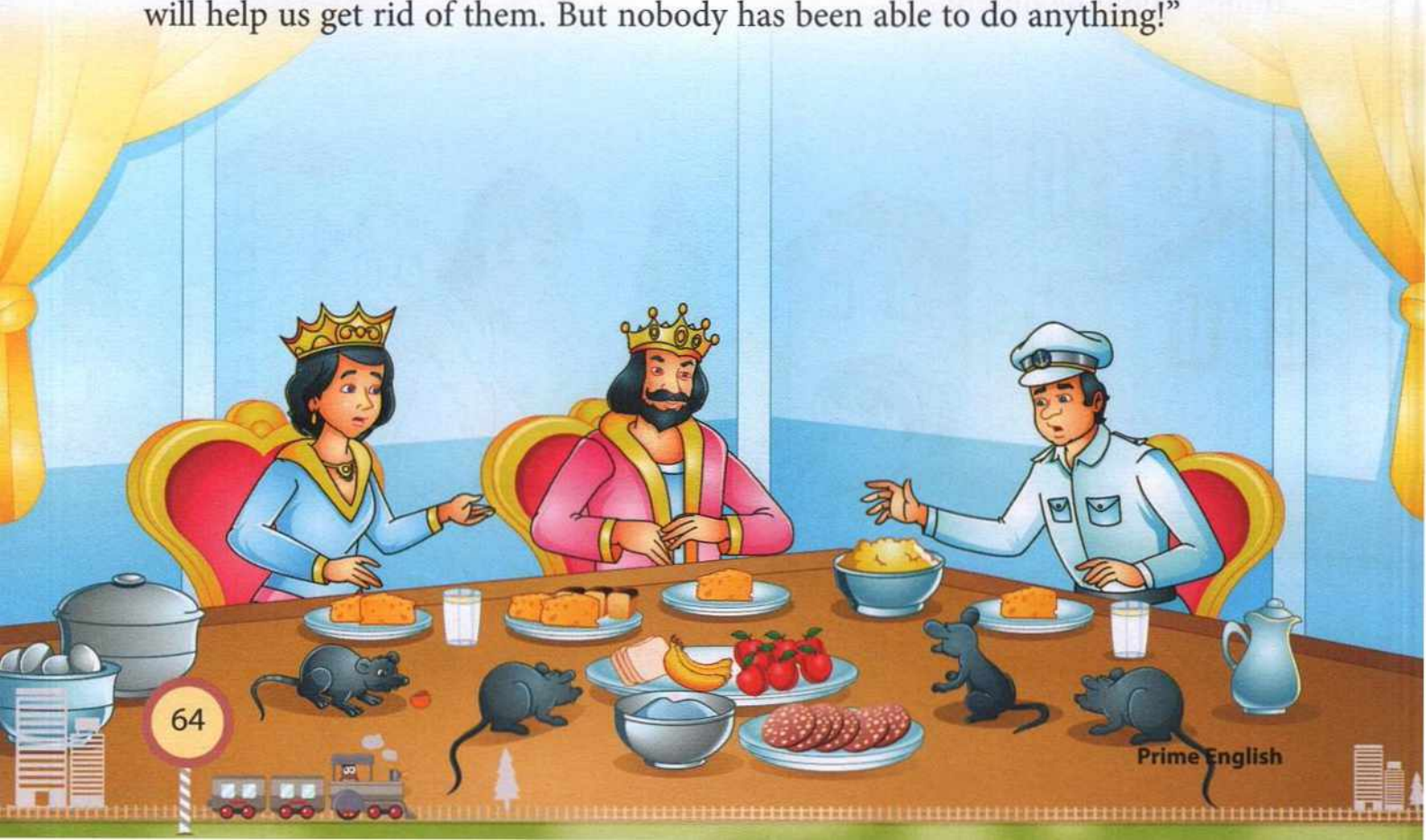


that everybody gave something they owned or made to be sold to foreign lands. The captain would return with the money for it. Poor Whittington had nothing but the cat. He gave his cat to the captain. The ship sailed along. Soon, the sailors were facing a menace. The ship was full of rats! They nibbled the food and tore the clothes. The sailors were irritated. The captain set Whittington's cat out of its room hoping that it would kill a few rats. But Whittington's cat killed all the rats. The captain and the soldiers were very happy. After a long journey, the ship reached the coast of Barbary.

The captain sent patterns of the best things that he had to the king of the country. Soon, the king invited the captain to his palace for dinner. Just as they were about to sit down to dinner, a large number of mice rushed in and started nibbling the meat!

The captain was shocked and asked, 'How do you tolerate these pests?'

"We are helpless!" the king said, "I have offered a huge reward to anyone who will help us get rid of them. But nobody has been able to do anything!"



The captain remembered Whittington's cat and said, "Do not worry, Your Majesty! I have the perfect solution for your problem."

The king said sadly, "You do not understand. These pests are in thousands. We have tried everything."

The captain reassured the king, "I promise you all will be fine and your country will be free of these pests". Soon, he returned with the cat. As soon as the cat saw the rats, she jumped out of the captain's arms. In a few minutes, half the mice lay dead at her feet. The rest **scampered** away in terror.

The king was so happy that he ordered the ship to be loaded with all the treasure it could carry.

The captain set sail back to London. He rushed to his master, Mr Fitzwarren, and said, "Sir, I bring you good news of your ship," and showed him the ship **laden** with treasures. He told him the story of the cat and showed the riches that the king and the queen had sent for Whittington. As soon as the merchant heard this, he called out to his servants:

"Go, send Whittington in and tell him of his fame. You all must call him Mr Whittington from now on. He is no longer a poor little boy."

When he saw the treasure, Whittington was stunned! His long cherished dream had come true! He begged his master to take a part of it but

scampered: ran away quickly

laden: heavily loaded



Mr Fitzwarren would have none of it. Whittington was too kind-hearted to keep it all to himself; he shared the treasure with the captain, the mate and the rest of Mr Fitzwarren's servants, even the old, ill-natured cook.

Richard Whittington, thus, had his dreams come true!


What do you think Whittington will do with all the treasure?



Get Going


A. Let us find the answers from the story.

1. How did Whittington find a job in London?
2. What problem did Whittington face at his workplace?
3. Who was Whittington's only friend?
4. What did Whittington enjoy doing?
5. How did the cat help the sailors?
6. Why was the King of Barbary helpless?
7. Why did Mr Fitzwarren ask all his servants to call Whittington, Mr Whittington?
8. Why was Whittington stunned?

B.  Let us read between the lines.

1. 'Whittington would stop his daydreaming and get back to work. He believed that some day things would be different.' What do 'things' refer to in this sentence?
2. Why did Mr Fitzwarren refuse to take a part of the treasure?
3. Write two adjectives to describe Whittington. Explain your choice of adjectives.



- C.  Let us go beyond the text.

In the previous chapter, you had read another story about the menace of rats and how the Pied Piper solved the problem in a different way. Can you describe how the solution was different from the one in this chapter? Which solution do you like better? Why?



Listening and Speaking Junction

When we console somebody, we try to use a language that is reassuring. These phrases are used to console and support someone who is worried or in trouble.

Reassuring phrases

Don't worry, it will be fine!

Everything will be fine!

I will ensure that...

There's nothing to worry about

Rest assured...

Work in pairs. Tell each other about a problem of yours. You could choose any of the following situations to talk about the problem. Now, the other person in the pair will console the partner using the reassuring phrases you have learned.

1. You are worried about an upcoming match/event that he/she is participating in.



- You did not score well in one of the subjects.
- You are worried about the health of someone close to you.



Vocabulary Junction

Read this sentence from the story.

As luck would have it, the next day, he **came across** a girl with a cat.

The words **came across** have a **verb** and a **preposition**. Words that are made up of a verb and a preposition are called **phrasal verbs**.

came

verb

across

preposition

Let us look at some common phrasal verbs and their meanings.

| Phrasal Verb | Meaning | Example |
|--------------|------------------------|---|
| do over | repeat a job or a task | <i>Your homework will have to be done over.</i> |
| fill out | complete a form | <i>Fill out this application form.</i> |
| fill up | fill to capacity | <i>She filled up the basket with vegetables.</i> |
| find out | discover | <i>My brother found out that we were planning a surprise birthday party for him.</i> |
| come in | to become available | <i>We are waiting for the new storybooks to come in.</i> |
| come over | to visit | <i>My grandparents came over for my birthday.</i> |

| Phrasal Verb | Meaning | Example |
|--------------|--|--|
| look over | examine, check | <i>The students looked over the questions before writing the answers.</i> |
| pick out | choose | <i>She picked out her favourite book from the shelf.</i> |
| pick at | to eat food slowly because one is not hungry or does not like the food | <i>She picked at the spinach rice.</i> |
| put on | wear | <i>I put on a sweater and a jacket.</i> |
| try on | put clothing on to see if it fits | <i>She tried on fifteen dresses before she found one that she liked.</i> |
| turn off | switch off electricity | <i>Rahul, can you turn the TV off, please?</i> |
| turn on | switch on electricity | <i>Can you turn the fan on, please?</i> |
| give up | stop doing something | <i>I gave up taking sugar in tea and coffee to lose weight.</i> |

1. Read these sentences. If a sentence has a phrasal verb, underline the phrasal verb.
 - (a) Rohan, please turn off the washing machine.
 - (b) I shall try my best to do well in the exams.
 - (c) Could you please give the book to Sumit when you meet him?
 - (d) I have to fill out this form and submit it at the desk by evening.
 - (e) The doctor asked me to give up eating fast food.



2. Fill in the blanks with phrasal verbs to complete the clues and solve the crossword puzzle. One has been done for you.

Across

- 4. The teacher told us to find out more about Agra.
- 5. Dad will ___ the petrol tank before he starts on his journey.
- 7. The doctor ___ the report before he gave his diagnosis.
- 8. I have to ___ the heater.

Down

- 1. I want to buy the new books as soon as they ___.
- 2. I have to ___ Uday ___ from the bus stop.
- 3. ___ in the evening. We will watch a movie together.
- 6. She ___ a sweater for me.

The crossword puzzle grid is shown with the following pre-filled word and clue numbers:

- Word 4: FIND OUT (Across)
- Clue 1: Down, 1 square
- Clue 2: Down, 6 squares
- Clue 3: Down, 6 squares
- Clue 5: Across, 6 squares
- Clue 6: Down, 6 squares
- Clue 7: Across, 10 squares
- Clue 8: Across, 6 squares





Phonics Junction

Read these sentences from the story.

He would think of **faraway** lands where he would go on expeditions with his **faithful** cat.

After some days, Mr Fitzwarren's ship was ready to sail and he called for his servants.

He **gave** his cat to the captain.

Read the words faraway, faithful and gave. The letters in bold in these words are pronounced like **ay** in the word **day**.

Let us read some more words that are pronounced like ay as in the word day.

| a with silent e | ay | ai | ey | ei | ea |
|-----------------|--------|----------|--------|-----------|-------|
| face | always | aim | grey | eight | break |
| game | say | chain | survey | neighbour | great |
| gate | okay | explain | they | weigh | steak |
| late | today | main | whey | weight | |
| place | tray | straight | hey | | |



Read the words in the grid and colour the boxes with the words that sound like ay as in the word day.

| | | | | |
|-------|--------|--------|-----------|------|
| gap | whey | time | neighbour | tea |
| pray | always | neigh | race | pain |
| great | fate | beak | weigh | they |
| steak | rain | Monday | clay | say |
| wet | grace | plane | same | bead |



Listen and identify if all the words sound like ay as in the word day. Note down the ones that do not.





Grammar Junction

Read this sentence from the story.

The king said sadly, 'You do not understand. These pests are in thousands. We **have tried** everything.'

The words in bold have the form:

have + past participle form of the verb

This is called the **present perfect simple** form.

Other forms are:

has + past participle

have + not + past participle

has + not + past participle

We use this form to talk about:

- completed actions with the words **just**, **yet** and **already**
*We **have already done** the work.*
***Haven't** you **finished** it **yet**?*
- an action that is completed but is still important/relevant in the present
*We **have tried** everything.*
***Has** she **tried** everything possible?*
- an action that happened in the past, without specifying when it exactly happened
*I **have seen** him.*
*You **have never done** this before.*
***Have** you ever **done** it before?*
- to enquire whether a person has experienced something
(We use the word **ever** in such sentences.)
***Have** you ever **climbed** a wall?*



Now, read these sentences from the story.

“Whittington! I want you to clean the pots. Where are you, you idle boy?
What **have you been doing?**”

In this sentence, the part in bold has the form:

have been + verb + ing

Sentences that have this form are said to be in the **present perfect continuous form**.

Other forms are:

has been + verb + ing

have/has + not + been + verb + ing

We use this form:

- with action words that describe actions of a long duration like **play, do, work, rain, live, sleep, etc.**
*What **have you been doing** all day?*
- for actions that began in the past and continue in the present. They may or may not be finished.
*The cat **has been making** strange noises.*
- to know for how long an action has been happening (We use the words **for** or **since** in such cases).
*We **have been studying** for hours.*
*It **has been raining** since last night.*

1. Tick (✓) the sentences that are in the simple present perfect form.

(a) Meena has a pair of new shoes.

(b) Ronny and Tarun have submitted their projects on time.

(c) Mr Mathur has bought a new house.

(d) Toto has 4 cute puppies.



- (e) Amina and Rehan have grown out of their clothes. Mother is going to buy new ones for them.
- (f) The teacher has invited a guest speaker for our community help class.

2. Fill in the blanks with has or have and the past participle form of the verbs given in the box.

bake close see lose work

- (a) The workers _____ hard all night to repair the track.
- (b) The company _____ its operations in India.
- (c) Ayesha _____ her car keys. She is going home in an auto.
- (d) I _____ such rashes before. It is an allergy.
- (e) The cook _____ a beautiful cake for your birthday party.

3. Rewrite the following sentences using the clues given in brackets. One has been done for you.

- (a) Teenu weighed 60 kg. Now, she weighs 50 kg. (*lose weight*) (present perfect continuous)
Teenu has been losing weight.
- (b) Nikhil cannot walk. His leg is in a cast. (*break*) (present perfect simple)
- (c) My sister lost her pen. (*lose*) (present perfect continuous)
- (d) Anita's hair was dirty. Now, it is clean. (*wash*) (present perfect simple)
- (e) I cannot eat anything now. (*eat too much*) (present perfect continuous)
- (f) Reena needs a holiday. (*work hard*) (present perfect continuous)



Writing Junction



Richard Whittington has a cat. A cat is an animal that has fur and is mostly found in or near houses. Here is a fact file on cats.

LATIN NAME

Felis catus

FAMILY

Belongs to a family of predators like tigers, lions, leopards and panthers

ORIGIN

Research suggests that they originated from the African Wildcat that evolved about 12 million years ago

TYPE

Domestic

LIFE EXPECTANCY

12 to 15 years

WEIGHT

Average weight – 4 to 5 kg

COLOUR

White, black, brown, yellow, striped or spotted

HABITAT

In and around human settlements; domesticated for over 7,000 – 10,000 years

PHYSICAL FEATURES

Furry, strong, flexible body, quick reflexes, sharp retractable claws and teeth adapted for killing small prey

COMMON BREEDS

Siamese, Persian, Bengal, British Shorthair, Burmese, American Shorthair, Exotic Shorthair, Maine Coon, Ragdoll, Sphynx, Himalayan, Turkish Angora



Make a similar fact file on any other animal.





Get Set

1. What do you think a fairy land looks like?
2. Imagine you woke up in a fairy land one day. What would you do?
Discuss it with your friends.



Reading Junction

Let us read a poem where a child sits on a high branch and imagines he sees foreign lands.

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad in foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the **dimpling** river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people **tramping** in to town.

adorned: made beautiful or attractive

dimpling: a slight depression on a surface

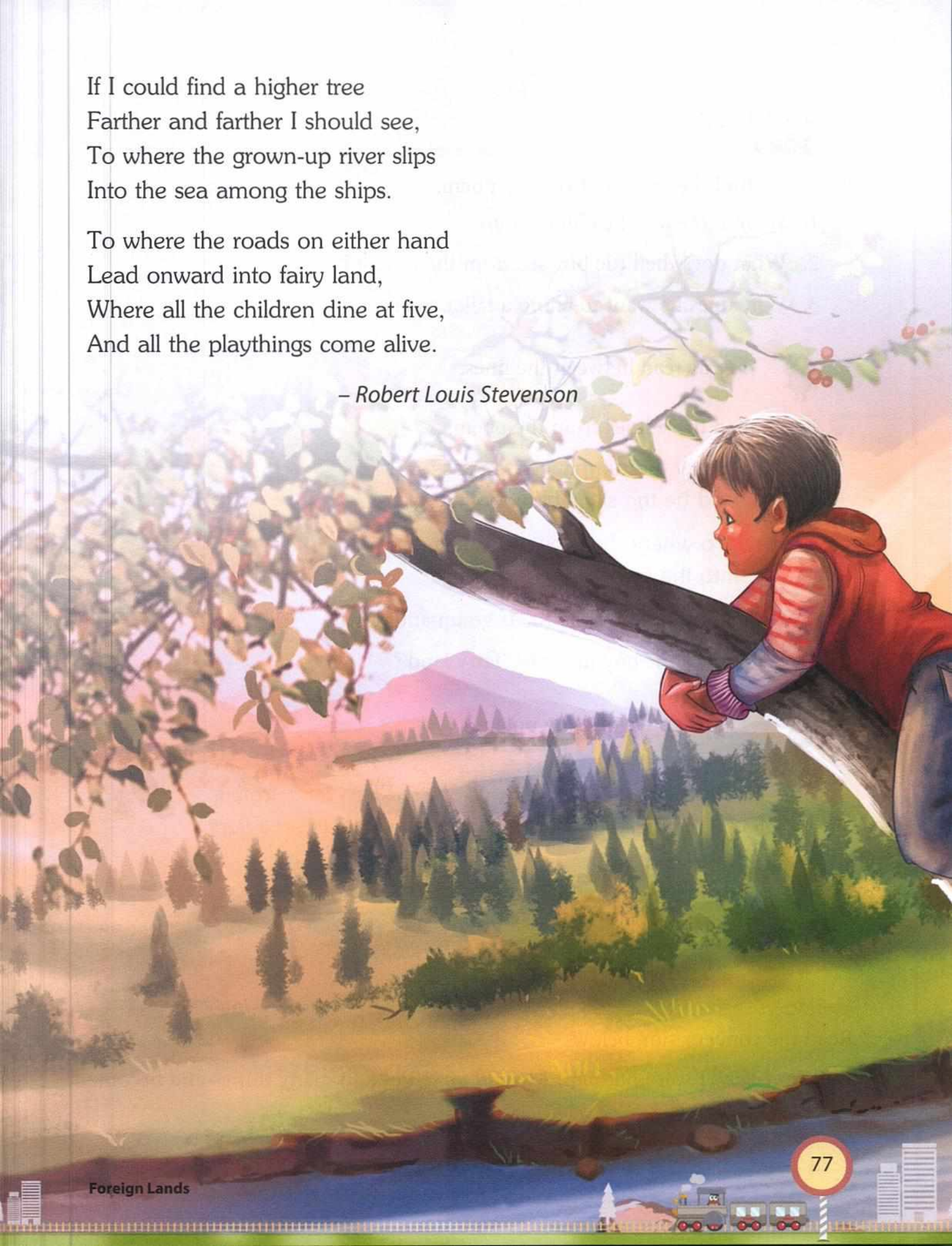
tramping: walking heavily or noisily



If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.


– Robert Louis Stevenson






Get Going

- A. Let us find the answers from the poem.
1. Which tree did the child climb?
 2. What does the little boy see from the treetop?
 3. Why does he want to climb a taller tree?

- B.  Let us read between the lines.

1. Explain these lines from the poem.
 - (a) "I saw the dimpling river pass
And be the sky's blue looking-glass."
 - (b) "To where the grown-up river slips
Into the sea among the ships."
2. Do you really think the roads go up and down?
3. What does the boy mean by 'fairy land'?

- C.  Let us go beyond the poem.

1. The little boy says he will be able to see 'fairy land' from a taller tree. Do you really think he will be able to see a fairy land?
2. Have you ever climbed a tree? What did you see?



Speaking Junction

Read the conversation below.

Rajesh: *I wish* I were Batman! *I would have done* so many things and become famous.



Mili: What would you have done *if* you were Batman?

Rajesh: *I would have driven* the bat-mobile and saved people in danger. I would not have to sit for exams every year. What do you wish to be, Mili?

Mili: I wish I were a bird. I would have flown away to fairy lands where *I would have had* lots and lots of friends.

Rajesh: What else would you have done as a bird?

Mili: *I would* have brought bags of fairy tales for little children.

Rajesh: Sigh! Let's go back to our classrooms and write our papers now.

Mili: Yeah! Let's go.

We use phrases like **I wish**, **I would have**, **I would** and **if** to talk about imaginary situations.

Now, imagine a situation where you could be anything or anyone you want to be. Discuss with your partner the imaginary situation where you are someone or something else.



Vocabulary Junction

Read these lines from the poem.

I saw the **dimpling** river pass
And be the sky's **blue looking** glass;
The **dusty roads** go up and down
With **people trampling** in to town.

The word **dimpling** is an adjective that gives us an idea about the sight of the river. Again, the word **dusty** gives us a very visual image of the roads. This way of describing something is called **imagery**.

Imageries are used to give realistic images of ideas. Imageries can be used to appeal to the five senses of sight, sound, smell, touch and taste. On the basis of the senses, imageries can be categorised as:



Visual: appeals to the sense of sight

Olfactory: appeals to the sense of smell

Auditory: appeals to the sense of hearing

Tactile: appeals to the sense of touch

Gustatory: appeals to the sense of taste

Let us look at a stanza from the poem 'Daffodils' by William Wordsworth.

I wandered **lonely** as a **cloud**
That **floats on high o'er** vales and hills,
When all at once I saw **a crowd**,
A host, of golden **daffodils**;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

The poet uses imagery to describe 'clouds' that are fluttering and dancing in the breeze and draws a vivid image of the 'daffodils', that have grown beside the lake, beneath the trees.

Identify the types of imagery used in the given sentences. One has been done for you.

1. The kite flew like a bird in the sky. **Visual**
2. The needle like fingers poked me hard.
3. Tio likes the smell of brewed coffee.
4. Manish heard cheering and shouting of audience in the cricket ground.
5. The leaves rustled in the wind and the tree swayed gently.
6. The silver rays of the moon lit up the river.
7. I felt a chilly shiver run through my spine as I watched the horror movie.
8. I wanted to eat the lip-smacking and mouth-watering buttery popcorns.
9. The rusty, broken car drove noisily through the stony pavement.
10. My garden is filled with bright red-coloured roses.



Phonics Junction

Read these lines from the poem.

To **where** the road on either hand
Lead onward into **fairy** land,

In the words **where** and **fairy**, the letters **ere** and **ai** are pronounced like **air**.
Let us look at some more words that are pronounced in the same way.

| are | air | ear | ere/ier |
|-------|-------|-------|---------|
| aware | pair | bear | where |
| bare | chair | pear | their |
| care | fair | swear | there |

Read the story Benny and His friends. Identify the words that have the 'air' sound and underline them.

Benny and His Friends

Benny, the bear, walked along the riverbank, where his friends were playing. He reached the rosemary bushes and saw Harry, the hare, playing with two tiny bunnies. Harry introduced them as his cousins. They were a very naughty pair. They hopped about under the bushes and ran around in circles. Suddenly, Harry heard a thud and looked startled. He ran towards a nearby bush from where he heard the noise. He saw the bunnies caught in a net. They looked scared. Harry was also afraid. Benny said, 'If we can tear the net, then the bunnies will be free.' Benny tore the net and the bunnies hopped away. Benny told the bunnies to beware of danger while playing around in the forest. They all sat down under a pear tree and took a nap in the cool breeze.



Now, read aloud the words you have underlined.





Grammar Junction

Read these lines from the poem.

I saw the next door garden lie ...
... That I **had** never **seen** before

The words in bold have the form

had + past participle form of the verb

This form is called the **past perfect simple**.

We use this to talk about the first of two past actions. The second action is in the simple past tense.

*Vijay couldn't do his homework because he **had forgotten** to get his workbook from school.*

First action – Vijay had forgotten to get his workbook.

Second action – He couldn't do his homework.

We often use the past perfect tense with **after**, **because** and **when**.

Examples:

*After I **had taken** the picture, I returned the camera to my friend.*

*Kiran couldn't make it to the event **because** he **had forgotten** to mark the day on his calendar.*

*When I **had forgotten** my book, Ajay let me borrow his.*

1. Read each pair of sentences and tick the one in which the past perfect tense has been used correctly.

(a) i) My brother had lived in Mumbai before he went to Kolkata.

ii) My brother lived in Mumbai before he had gone to Kolkata.



- (b) i) Viju had completed the exam in an hour because he had prepared well for it.
- ii) Viju had completed the exam before it was noon.
- (c) i) Asif lost his pen because it fell from his pocket.
- ii) Asif lost his pen because it had fallen from his pocket.
- (d) i) Shirin came home early because she invited her friends for dinner.
- ii) Shirin came home early because she had invited her friends for dinner.

2. Complete the sentences using the past perfect form of the verbs given in brackets.

- (a) Rafiq was tired because he _____ (*work*) all night.
- (b) Varun _____ (*learn*) French before he moved to France.
- (c) Tim was upset because his father _____ (*scold*) him in front of his friends.
- (d) Riddhi told her mother that she _____ (*buy*) the dress from the boutique.
- (e) John _____ (*lose*) all hope of finding the dog when he saw the leash.

3. Fill in the blanks with the past perfect and the simple past forms of the verbs given in brackets.

Before she _____ (*turn*) ten, Sonali _____ (*become*) a scientist at the National Research Institute. She was a child prodigy. By the time she was three, she _____ (*grasp*) many basic concepts in science. She had already learned to speak in five different languages by the time she was eight. Even before she _____ (*pass*) her class five exams, she _____ (*clear*) the National Science Olympiad.



However, what was strange was that she _____ (not watch) a single movie until she was sixteen.



Writing Junction

Every day, the little boy in the poem would climb the cherry tree and look around. He would imagine himself travelling to far-off places. Read the passage given below to find out about one such experience.

I sat on my branch looking at the land in the distance, when I heard a soft voice asking me, *'Hey! I watch you sit here every day. Who are you?'* I turned around to see a tiny bird. I was so surprised to hear it speak. I introduced myself and then told her that I loved to watch the land, the people and the birds and animals from here. The bird asked me if I would like to know about the creatures that lived on the cherry tree. I was excited I asked, *'Can they also speak like you?'*

'Of course!' the bird replied. She introduced herself as Jenny Wren. She then tweeted and many little things came out of their hiding places. I was amazed! I had no idea that the tree was home to so many little things. They formed a line and introduced themselves one by one. They all thanked me for leaving tidbits on the tree. One little ant said, *'You know, we do not like humans, but you are good. You never harm us. You leave tidbits that are sufficient for us. We like you and would like to be your friend.'* Everyone nodded. I was thrilled.

Suddenly, I heard my mother calling me and I woke up from my dream. Was I dreaming? I looked around and saw a tiny ant taking a tiny bit from my half-eaten bun. It turned around and I am sure it winked at me!

When you play, do you imagine yourself in an imaginary land with wonderful creatures or living toys? Write in your own words about one such experience. You can start with where you were, what you were doing and what happened.

Tenali Rama and the Thieves



Get Set

1. Have you ever heard stories of Akbar and Birbal, Tenali Rama or Mulla Naseeruddin Hodja? Recount a story that you have read or heard.
2. Are there any common features that are present in all these stories? What are those features?
3. What kind of a story do you think you are about to read?
 - (a) adventure
 - (b) horror
 - (c) comedy



Reading Junction

Wit is the ability to say or write things that are clever and funny. Here is a story about a man called Tenali Rama, who was clever and witty.

Tenali Rama was a **witty courtier** in the court of King Krishna Deva Raya of Vijayanagara.

Tenali Rama had a special place in the king's heart because of his wit, humour and intelligence. He solved every problem that came his way and helped the king with his skills. The king, in return, rewarded Rama with lots of valuable gifts.

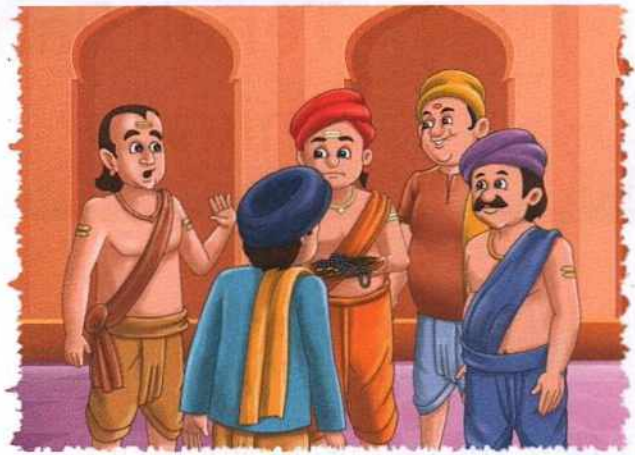
Everyone in the kingdom knew about these gifts. All of Tenali Rama's friends warned

witty: showing inventive and quick verbal humour

courtier: a person who attends a royal court as a companion or an adviser to a king or a queen



him to be careful as the gifts would definitely attract the attention of thieves and robbers. There were too many robberies in the neighbouring villages and it was only a matter of time before the robbers came to Vijayanagara. But Tenali smiled as if he already had a plan.



One night, when Tenali Rama and his wife were about to go to sleep, they heard leaves **rustling** outside. Tenali looked out of the window and saw shadows moving on the wall. He signalled to his wife to stay quiet.

Can you guess what Tenali Rama had planned?



His wife whispered, 'They must be hiding in the backyard waiting for the right time to get inside.'



Tenali Rama smiled. All of a sudden, he spoke loudly to his wife, 'I have heard that there are some thieves around and too many robberies are taking place in our neighbourhood. I am relieved that the valuable gifts of gold and silver given by the king are safe in the trunk inside the well. Nobody can

even guess where we have hidden our **possessions**. We can sleep peacefully now.'

His wife agreed, 'Yes, that was a brilliant plan.'

Rama and his wife then kept quiet and pretended to be asleep. They even started snoring. On hearing them snore, the

rustling: the sound of light, dry things moving together

possessions: wealth

thieves thought that they were fast asleep. They came out of the bushes, taking care not to make any noise as they tiptoed to the well.

While one of them stood guard, the other climbed down the well. In a minute, he came out of the well and said to the other thief, 'There is a lot of water in the well. The trunk cannot be taken out. It would be better if we draw some water from the well. Then we can easily remove that heavy trunk. It looks so heavy that I am sure it has enough gold to last for the rest of our lives!'

They saw that the well was not very deep. They thought they could empty it by daybreak and escape with the treasure. The thieves waited for a while and **stealthily** began to draw bucket after bucket of water from the well. Water started flowing through the backyard, spreading in all directions.

'The well is deeper than we thought! This is never-ending,' said one thief.

By now, Tenali Rama had crept out of the house and was hiding behind a huge mango tree. He covered his head with a shawl and started digging a trench to guide the water to the plants and trees in the yard.

The thieves, who were busy drawing water from the well, neither noticed Rama digging a trench nor did they see him sneak back into the house.

After drawing water from the well for some time, the thieves were **dog-tired**. One of them suggested, 'Let us both slip into the well and bring the trunk



What do you think they would find in the trunk?



out. It is too heavy to be carried alone.'

So, both of them got into the well together. They huffed and puffed, and started searching for the

stealthily: in such a way as to not draw attention

dog-tired: extremely tired



trunk. With great effort, they brought the trunk out and fell on the ground, **exhausted**.

Now, they were faced with the task of opening the trunk. They panted and puffed again, as Rama had used a very sturdy lock. They finally managed to open the trunk. To their horror and dismay, they discovered that there was no sign of any gold or jewellery. It was stuffed with some old vessels and clothes!

They now realised that they had been **outsmarted** by the witty Rama. At that moment, they heard a voice calling out to them. To their surprise, it was Tenali Rama himself.

He said, 'Hey, dear fellows! Please draw some more buckets of water from the well. Only two more plants need to be watered.'

Make it fast, it is close to dawn. Thank you for watering my garden. I must pay you for this. My plants thank you too!'



Do you think the thieves would never steal again?



On hearing this, the two thieves ran to Tenali Rama and asked for his forgiveness.

'We are sorry! Please forgive us,' they pleaded. Tenali Rama let them go when they promised not to steal or rob anyone ever again.



exhausted: to be left with no strength or energy

outsmarted: tricked



Get Going


A. Let us find the answers from the story.

Read these statements. Find the reasons from the story and write them in the correct column.

| Statement | Reason |
|---|--------|
| The king was fond of Tenali Rama. | |
| Tenali Rama was wealthy. | |
| The king rewarded Tenali Rama with many gifts. | |
| Tenali Rama thanked the two thieves. | |
| The two thieves ran to Tenali Rama and asked for his forgiveness. | |

B.  Let us read between the lines.

1. Why did Tenali Rama discuss his plan to save the treasure in a loud voice?
2. Write the meanings of these words.
(a) witty (b) exhausted (c) treasure
3. Why do you think there was a trunk inside Tenali Rama's well?

C.  Let us go beyond the story.

1. Did you like Tenali Rama's plan to save his treasure? Why?
2. How else do you think the story could have ended?





Speaking Junction

Read this conversation.

Tenali Rama: What do you think you are doing in my garden?

Thief 1: **We are sorry.** We heard you talk to your wife about the gold.

Thief 2: We could not resist the temptation. **We shouldn't have** been greedy. **Please accept our apologies.**

Tenali Rama: You know it is a very bad habit to take things that do not belong to you, don't you?

Thief 1: We do. **We regret our actions.**

Thief 2: We promise never to steal again in life.

Tenali Rama: All right then. You may leave now.

Phrases like **I am sorry**, **We regret ...**, **My apologies**, **Please accept our apologies**, **We shouldn't have ...** / **We should have ...** are commonly used phrases for apologising to someone.

Now, think of a situation in which you need to apologise for your mistakes. Perform a role play of the situation before the class. Remember to use the correct phrases to apologise.



Vocabulary Junction

Read this sentence.

The thieves were **tired**.

Now, read this sentence.

The thieves were **exhausted**.

In the first sentence, the word **tired** is a weak adjective. One could be a little tired or very tired.



We use it with words like:

slightly tired, a bit tired, very tired, extremely tired

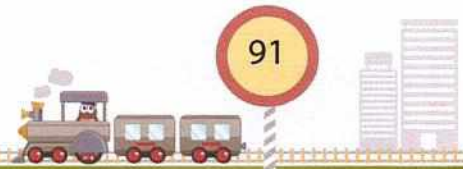
Exhausted is a strong adjective. It always means the highest degree, the most tired you can be. We use it with words like:

absolutely exhausting, completely exhausting, utterly exhausting

Here are some more strong and weak adjectives.

| Weak Adjective | Strong Adjective | Weak Adjective | Strong Adjective |
|----------------|------------------|----------------|---------------------|
| happy | thrilled | bad | terrible |
| hot | boiling | good | fantastic/excellent |
| big | huge/enormous | hungry | starving |
| small | tiny | funny | hilarious |
| ugly | awful | scared/afraid | terrified |

- Fill in the blanks with the strong form of the adjectives given in brackets.
 - The painting was _____ (*bad*).
 - I was _____ (*hungry*).
 - Smriti was _____ (*happy*) to meet her cousins.
 - This essay is _____ (*good*).
 - Neha is _____ (*scared*) of ghosts.
- Rewrite the sentences using the weak form of the adjectives.
 - Natasha looked gorgeous in the wedding dress.
 - It is boiling outside.
 - I feel terrible at your loss.
 - Kriti has been starving since morning.
 - The ant looked tiny beside the elephant.





Phonics Junction

Read these sentences from the story.

On **hearing** them snore, the thieves thought that they were fast asleep.

He said, 'Hey, **dear** fellows! Please draw some more buckets of water from the well.'

The letters in bold in the words **hearing** and **dear** make the same sound.

Let us look at some words that are pronounced similarly but have different spellings.

| | | |
|------------|--------|-----------|
| clear | ear | fear |
| peer | career | cheer |
| atmosphere | here | interfere |
| tear | sheer | adhere |

Tick (✓) the words where ee, ere or ea have the same sound as in hear.

- peer
- bear
- hair
- here
- altered
- sphere
- weight
- weird
- rear
- year
- really
- engineer
- near
- interior
- tear (to make into two)
- tear (from eyes)





Grammar Junction

Read this passage from the story.

They saw that the well was not very **deep**. They thought they could empty it by daybreak and escape with the treasure. The thieves waited for a while and stealthily began to draw bucket after bucket of water from the well. Water started flowing through the backyard, spreading in all directions.

‘The well is **deeper** than we thought! This is never-ending,’ said one thief.

Look at the words in bold. Both the words, **deep** and **deeper**, describe the well.

In the beginning, the thieves think that the well is not very deep. As they draw water, they realise that the well is actually deeper than they thought.

When they realise that they wrongly estimated the depth of the well, they use the word **deeper**. Here, they are comparing the present scenario with the past scenario.

When we compare two things, we add **-er** at the end of the adjective, like **deeper**. We also add **than** after the adjective. Such adjectives are called **comparatives**.

When we compare more than two things, we add **-est** to the adjective, like **deepest**. Such adjectives are called **superlatives**.

Examples:

*Rahul has a **big** balloon.*

*Shama’s balloon is **bigger** than Rahul’s.*

*Raman has the **biggest** balloon.*

We do not add **-er** and **-est** to certain adjectives to make the comparative and superlative forms. Such Adjectives are called **irregular adjectives**.



Examples:

| Positive | Comparative | Superlative |
|-----------------|-------------|-------------|
| bad | worse | worst |
| far (distance) | farther | farthest |
| far (extent) | further | furthest |
| good | better | best |
| little (amount) | less | least |
| many, much | more | most |
| good | better | best |

We do not use **more** and **most** with the **-er** and **-est** forms of the adjectives.

Example:

Correct: She is *prettier* than the other girls.

Incorrect: She is *more prettier* than the other girls.

1. Fill in the blanks with the appropriate form of the adjectives given in brackets. One has been done for you.

Example: Ritu is a better athlete than her twin sister. (*good*)

- (a) Eddy's stories are _____ than Ravi's stories. (*bad*)
- (b) Hardeep ate the _____ amount of food at the party. (*little*)
- (c) Amar needed no _____ explanation. (*far*)
- (d) This is the _____ meal I have ever eaten. (*good*)
- (e) The town library has _____ books than our school library. (*many*)

(f) Sunny is _____ than Bobby. (*strong*)

(g) This is the _____ expensive toy in the store. (*little*)

2. Fill in the blanks with the correct adjectives. Then, write the adjectives in the boxes. Use the number clues to decode the message in the blue box.

(a) This year's summer is _____ than last year's.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

3

(b) Tea is the _____ expensive item on this menu.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2 4

(c) She wrote the _____ essay in the competition.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

6

(d) There was very _____ water in the well.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

5

(e) You play tennis _____ than me.

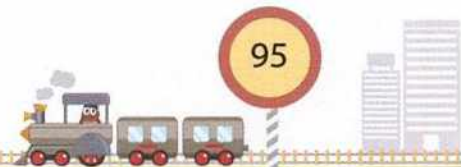
| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

1

Secret message

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | P | | | | | V | |
| 1 | 2 | | 3 | 4 | 5 | 6 | 5 | 2 |

3. In pairs, create a quiz. Each pair must create two questions. One question must use the comparative form of an adjective and the other question must use the superlative form of the adjective. Pool your questions and play the quiz in class.



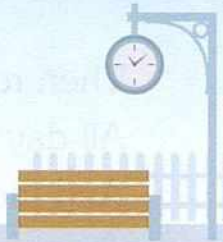


Writing Junction

Write a humorous story beginning with:

'Gopal and Hari were walking down a dusty road. They were carrying an enormous brinjal under their shoulders. Suddenly, they were stopped by a king's guard in the middle of nowhere ...'





Get Set

Look at the picture below and guess what the poem could be about.



Reading Junction

How do you feel when you are confused about not finding a solution to your problem? Let us read about a man who felt the same.

There lived a man in days of **yore**,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

He **mused** upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not **dangling** there behind him.

One day he said,
"The mystery I've found!
I'll turn me round," – he turned him round;
But still it hung behind him.

yore: long ago or in olden times

mused: be absorbed in thought

dangling: hanging or swinging loosely



Then round and round, and out and in,
All day the puzzled man did spin;
And though he **twist** and **twirl**, and **tack**,
The pigtail hangs behind him.

twist: turn

twirl: spin around quickly and lightly,
in a repeated manner

tack: stitch together

– Adapted from ‘A Tragic Story’ by *William Makepeace Thackeray*



Get Going

A. Let us find the answers from the poem.

1. Identify the lines from the poem that have the same meaning as these sentences.
 - (a) think hard and feel sad about something
 - (b) promise to change the state of something
 - (c) I've solved the problem
 - (d) to continue doing something without stopping
2. Find words from the poem that have these meanings.
 - (a) something that is difficult or impossible to understand or explain
 - (b) think hard about something because one cannot understand it
 - (c) a single plaited lock of hair worn at the back or on each side of the head
3. Answer these questions.
 - (a) What was the cause of the man's misery?
 - (b) What did the man wish to do with his pigtail?
 - (c) What did the man do to get his pigtail hang from his face?
 - (d) What happened to the pigtail at the end?

B.  Let us read between the lines.

1. Why did the man want his pigtail to hang from his face?
2. What is the mystery that the man refers to in the line, 'One day he said,/The mystery I've found!'
3. What does 'it' refer to in the line, 'Because it hung behind him?'

C.  Let us go beyond the poem.

1. Do you find the poem humourous? Why?
2. There is another hairstyle that has the name of an animal. Name the hairstyle. What is the difference between it and the pigtail?



Speaking Junction

Read the conversation between these two kids.



Frame a few tricky questions of your own like this and ask them to your friends.





Vocabulary Junction

Analogy is a comparison between two things to show a relationship, for the purpose of explanation or clarification. An analogy also shows an apparent similarity between the two things that are being compared.

Let us look at the word **pigtail**.

To make an analogy, we first write the related words. Then, we try to make connections.

pigtail

head

moustache

face

Now, let us connect:

Pigtail is to head as moustache is to face.

Now, let us take some more words and list related words.

spectacles

eyes

watch

wrist

frame

dial

Let us connect:

- We wear spectacles over our eyes, but we wear watches on our wrists.
- Spectacles have a frame, while a watch has a dial.

So, we can write analogies like this:

- Spectacles are to eyes as watches are to wrists.
- A frame is to spectacles as a dial is to a watch.

Let us look at some more examples:

Laugh is to happy as
cry is to sad.

This analogy relates feelings and behaviour that are opposites. When we are happy, we laugh; when we are sad, we cry.

A match is to a fire
as a key is to
a car.

Here, the analogy relates objects on the basis of their use. A match is used to light a fire, whereas a key is used to start a car.



| | |
|-------------------------------------|---|
| Big is to small as huge is to tiny. | Here, the analogy relates opposites. The opposite of big is small and the opposite of huge is tiny. |
| Big is to huge as tiny is to small. | Here, the analogy relates synonyms. Big refers to something huge while tiny means something small. |

Thus, an analogy shows some kind of relationship between things.

1. Complete the analogies by writing the correct words in the blanks.

- An apple is to fruits as a rose is to _____.
- Crying is to pain as laughter is to _____.
- Walking is to legs as waving is to _____.
- Day is to sun as night is to _____.
- Four is to square as three is to _____.

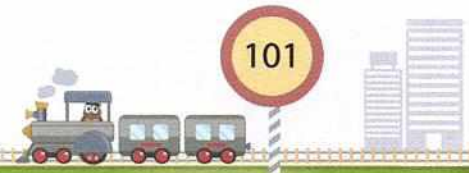
2. Complete the following analogies with appropriate words.

- A rose is to flower as a _____ is to tree.
- A duck is to duckling as a pig is to _____.
- A finger is to hand as a _____ is to feet.
- A bed is to sleep as a chair is to _____.
- Yellow is to mango as _____ is to apple.

3. Select the appropriate words from the box to complete the analogies.

| | | | | | |
|---------|-------|------|-------|-------|-------|
| milkman | grass | milk | kid | green | write |
| finger | fish | pen | gills | goat | touch |

- The sky is to blue as _____.
- Letters are to postman as _____.
- The lamb is to sheep as _____.
- The knife is to cut as _____.



(e) Lungs are to animals as _____.

(f) Ear is to hear as _____.



Phonics Junction

Read this line from the poem.

But wondered much and sorrow**ed** more,

The letters **ow** in the word sorrow**ed** is pronounced like the **o** in no.

Let us look at some more words with the same sound.

| | | |
|--------|----------|--------|
| bone | close | hope |
| gold | sold | told |
| boat | goat | road |
| borrow | tomorrow | window |

Read the given words aloud. Circle the words that have the same sound as **o** in no.

| | | | | |
|--------|--------|--------|--------|-------|
| wore | both | roll | throat | store |
| open | know | toe | though | sock |
| own | moment | brow | for | frog |
| notice | robin | yellow | clock | grow |



Grammar Junction

Read these lines from the poem.

But wondered much and sorrow**ed** more,

Because it hung **behind** him.

The word, behind, tells us where the pigtail is. It is a **preposition**.

A preposition that tells us about the position or the location of a thing is called a **preposition of place**.

Examples:

*The book is **on** the table.*

*The book is **under** the table.*

*The book is **beside** the table.*

*There is a rabbit **behind** the tree.*

A preposition that tells us in which direction something (a noun or a pronoun) moves is called a **preposition of direction**.

Examples:

*Shreya ran **towards** the road.*

*The train passed **through** five tunnels.*

*The plane flew **over** the sea on its way to Mumbai.*

*The mouse ran **into** the hole.*

A preposition that tells us the time when something happens is called a **preposition of time**.

Examples:

*Raju was born **in** 2004.*

*Simran will go to Kolkata **on** the 25th of March.*

*The play, 'Snow White', will start **at** seven o'clock.*

*She read the book **during** class.*



Look at this picture. Fill in the blanks with suitable prepositions from the box.

on in at for under beside
to from toward above below

(a) _____ the picture, Mother, Father, Gita and Amol are having breakfast.

(b) Mother is sitting _____
Gita and Father is sitting _____ Amol.

(c) There is a clock _____ the wall
and a few bottles _____ the shelf.

(d) They have their breakfast _____ 8 o'clock _____ the morning.

(e) Gita is passing the butter _____ Father.

(f) Rocky, the dog, is sitting _____ the table.



Writing Junction

We often write letters to our loved ones. Sometimes we write while travelling or after returning from a trip. Sometimes we write to mark special occasions like Diwali, Eid, Christmas, birthdays and anniversaries. Sometimes we write to describe our experiences. Such letters are called **personal letters**. These **personal letters** are generally chatty in tone and can be either long or short. Parts of a letter include:

- the date
- the address
- the greeting
- the main message
- the closing
- the signature

Here is an example of a personal letter.

4/231 M.G. Road
Trivandrum
Kerala-695001

Sender's address

21 March 2014

Date

Dear Mira,

Greeting

Introduction

I hope you are keeping well. It was so good to get a letter from you.

Description

I laughed so hard reading about how you kicked the football through your neighbour's window and ran away when they chased you! Did you apologise to them later, though?

It reminded me of the day when I did the same. I was playing with my friends and kicked the ball hard. I hoped for it to be a goal, but instead it went straight through my neighbour's fancy greenhouse box. My neighbour is very fond of gardening. I saw her fuming with anger and I ran away! But later I said sorry to her. It was so embarrassing!

Anyway, I hope to hear from you soon. Until next month.

Love,

Closing

Anna

Signature

Now, write a letter to your friend describing a funny incident of your life.





Get Set

Imagine you are a scientist. What will you invent? How will your invention help the world?



Reading Junction

Marie Curie was born on 7 November 1867 in Warsaw, Poland. Marie was born as Maria Salomea Skłodowska. She was called Manya by her family members. Both her parents were teachers, who instilled a love for science in her. Marie was a clever and hardworking student. She did very well in school.

It was a time when Poland was a part of the Russian Empire. Maria's family was in favour of Poland to be an independent country. This led to her father being fired by his Russian **supervisors**. When Marie was ten, her oldest sister died of **typhus**. Two years later, her mother died of tuberculosis. It was a difficult time for Marie.



Being good at her studies, Marie wanted to continue her education. But young women in Poland did not go to universities during that time. The universities were only for men. Her sister, Bronya, was faced with the

supervisor: a person who is in charge and makes sure an activity or work is done properly

typhus: an infectious disease caused by bacteria



same problem. But Marie was headstrong in the face of difficulties. She decided to work as a tutor to support her sister complete her education. This allowed Bronya to go to France and study medicine in Paris.

For the next few years, Marie worked to earn money for herself and Bronya. In the evenings, she read chemistry, physics and mathematics textbooks. In November 1891, at the age of 24, Marie joined Bronya in Paris. There she studied chemistry, mathematics and physics at the University of Paris. She also met Pierre Curie during this time. They got married and had their first daughter named Irene.

Both Marie and Pierre Curie were completely dedicated to their work. At first, they worked on different projects. Marie was **fascinated** by the work of Henri Becquerel, a French physicist, who discovered that uranium projected rays. Marie started conducting her own experiments on uranium rays. Later, she decided to find other elements that had the same properties. In 1898, she came up with the term 'radioactivity' to describe materials that had this property. Pierre was so interested in Marie's research that he put his work aside to assist her. Together, they discovered a new radioactive element in 1898, which they called polonium. By the end of that year, they discovered a second radioactive element that they called radium.

In June 1903, Marie along with her husband and Henri Becquerel were awarded the Nobel Prize for their contribution to the field of Physics. She added another feather to her cap when she won the Nobel Prize again in Chemistry for discovering the two new elements - polonium and radium.

Marie's discovery was very useful during World War I, when doctors started using X-rays to determine internal injuries of the soldiers. But X-ray machines were scarce. Marie, then, came up with the idea of moving X-ray machines from one hospital to another hospital in a truck, so that more people could receive help. The trucks came to be known as 'little Curies' and helped thousands of soldiers during the war. She also founded the Curie Institute in Paris, which is a major cancer research centre.

fascinated: very interested



Marie Curie breathed her last in 1934 after a long and fulfilling career. Her life is an example of what hard work can accomplish. However, it was a difficult journey for her. As she herself said, 'I have frequently been questioned, ... of how I could reconcile family life with a scientific career. Well, it has not been easy.'

The best achievements in life are certainly not easy.



Do It Yourself

- Find three proper nouns in the text.




Get Going

A. Let us find the answers from the text.

1. What kind of a student was Marie at school?
2. What discovery fascinated Marie the most?
3. In which fields of science did Marie win the Nobel Prize?
4. What came to be known as 'little Curies'?
5. How was Marie Curie's discovery useful during World War I?

B.  Let us read between the lines.

What gave Marie Curie the strength to keep working towards her goals in spite of facing so many problems early in her life?

C.  Let us go beyond the text.

After reading the text, what quality of Marie Curie have you come to admire the most? Why?





Speaking Junction

According to you, what are the essential qualities of a good scientist? Work in pairs and discuss your views with your partner.



Vocabulary Junction

Look at this sentence from the text.

By the end of that year, they discovered a **second** radioactive element that they called radium.

The word, second, refers to number two in a sequence. A formal support is also called a second.

Remember!



Words with same pronunciation but different spellings are called homophones.

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

1. Read these sentence pairs and tick (✓) the ones that have homonyms.

(a) The deer is a herbivorous animal.

This watch is very dear to me. It was given to me by my grandfather.

(b) A cricket was chirping all night outside my window.

I watched the cricket match on television.

(c) We won all the matches.

Her dress matches the colour of her eyes.



- (d) Piyush's hair is too long!
I saw a white hare among those bushes.
- (e) The tree was hit by a bolt of lightning.
Please bolt the door securely when you leave.
- (f) There was light at the end of the tunnel.
This jacket is very light but warm.
- (g) I love to wear cotton dresses in summer.
Where is the book that I gave you?

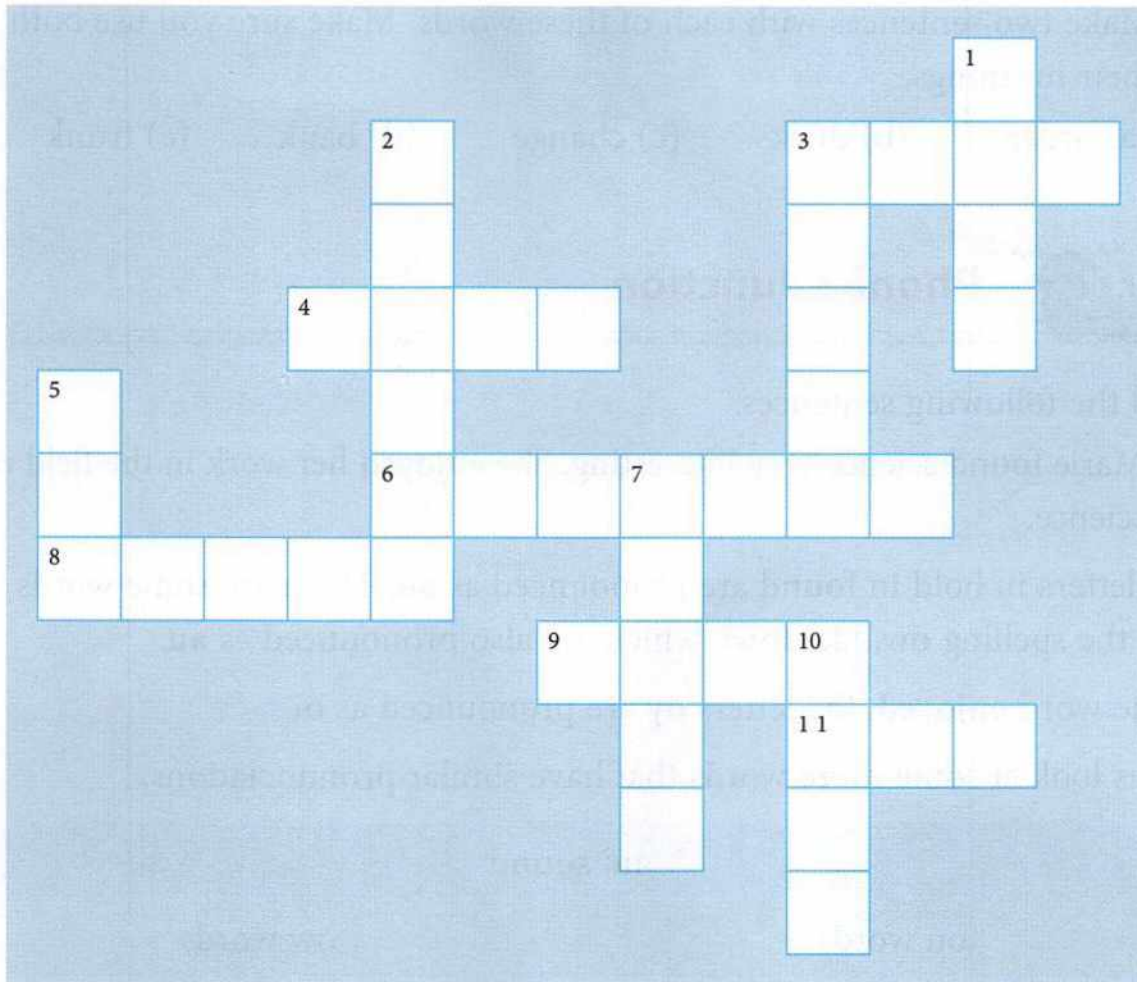
2. Use the given clues to complete the crossword.

Across

3. antonym of hot **or** if you catch it, you sneeze
4. a play area **or** to leave a vehicle for a short while at a place
6. you can drink from these **or** use them to see better
8. is a rodent **or** an input device of computer
9. you can find a pair of these on a cow's head **or** one in vehicles, used to warn people on road
11. a limb **or** to have a weapon

Down

1. What you play golf with **or** all the book-lovers formed a _____
2. to become something different **or** coins
3. a long-legged bird **or** a machine to lift heavy things
5. a fruit spread for bread **or** a situation where something gets stuck
7. to fire a gun **or** a new part that grows on a plant
10. hit one with a hammer **or** there is one on every finger



3. Read these sentences and tick (✓) the meaning of the words in bold.

(a) An ant **bit** me.

- i) a small amount ii) past tense of bite

(b) They **play** cricket in the morning.

- i) participate in a sport ii) a drama performed by actors on stage

(c) Ravi's rabbits are kept in a **pen**.

- i) a tool used for writing ii) a closed area where animals are kept

(d) He wanted to **lie** down under the tree.

- i) rest ii) give false information

(e) We sat **close** to the tree.

- i) near ii) shut something



4. Make two sentences with each of these words. Make sure you use both their meanings.

- (a) order (b) duck (c) change (d) bank (e) trunk



Phonics Junction

Read the following sentences.

Marie **found** science very interesting. She **enjoyed** her work in the field of science.

The letters in bold in **found** are pronounced as **au**. There are some words with the spelling **ow**, like **fowl**, which are also pronounced as **au**.

In the word **enjoyed**, the letters **oy** are pronounced as **oi**.

Let us look at some more words that have similar pronunciations.

| 'au' sound | | | |
|------------|-------|----------|---------|
| ou words | | ow words | |
| about | proud | allow | cow |
| account | round | bow | crowd |
| amount | shout | brow | crown |
| around | sound | brown | drown |
| mouse | pouch | browse | eyebrow |
| mouth | couch | clown | frown |

| 'oi' sound | | |
|------------|-------|----------|
| oi words | | oy words |
| appoint | noise | boy |
| avoid | oil | destroy |
| choice | point | employ |
| coin | soil | enjoy |



| 'oi' sound | | |
|------------|-------|----------|
| oi words | | oy words |
| join | spoil | joy |
| joint | voice | royal |
| toil | boil | toy |

There are 14 words hidden in this maze. Find the words and highlight them.
(Clue: oy words: 3; oi words: 3; ou words: 2; ow words: 6)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| T | G | A | L | W | O | S | V |
| O | I | L | O | U | T | P | O |
| Y | D | L | U | N | E | O | I |
| H | O | L | D | S | N | I | C |
| O | C | O | W | B | J | L | E |
| U | E | W | P | R | O | U | D |
| E | M | P | L | O | Y | H | O |
| T | O | N | O | W | L | O | W |
| B | C | O | I | N | C | W | N |



Grammar Junction

Read this sentence from the story.

It was a time when Poland was a part of **the** Russian Empire.

The word, **the**, in this sentence is a **definite article**. We use the definite article before nouns when we know that the reader or the listener is aware of the object, person or idea being referred to.



Let us learn more about the definite article, **the**. We use **the** for the following.

- **When we speak about a noun that the reader or the listener knows well**
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 26th of every month
- **With some general expressions**
Do you watch the news regularly?
I think you should visit the doctor.
- **When we talk about countries that have Kingdom, Republic, States or plural names**
The Unites States of America
The Maldives
- **When we talk about famous buildings or works of art**
The Taj Mahal,
The Charminar
- **When we talk about geographical features like rivers, mountains, trees**
the Himalayas
the Ganges
- **When we talk about families**
The Sharmas went on a vacation to Manali.
- **With services or systems**
the metro
the FM
- **When we talk about newspapers, organisations**
The Times of India
The World Health Organisation
- **With superlatives**
He is the tallest boy in my class.

We do not use **the** for the following situations.

- **With names of a people**
Valmiki wrote the Ramayana.
- **With common nouns like**
hospital, university, school, city, Indian food
- **With general time expressions like**
on Sunday, in May, for dinner
- **With sports, meals or school subjects and days of the week**
*He is good at Maths.
We are going for lunch.*
- **With plurals and uncountable nouns**
*Honesty is the best policy.
Cycles reduce pollution.*

1. Fill in the blanks with the correct options.

- (a) 'Where is Hari?' asked Father.
'It's Sunday. Hari has gone to _____ (a football ground/the football ground)', said his mother.
- (b) Raju is a member of _____ (the school cricket team/a school cricket team).
- (c) I love looking at _____ (animals/the animals) in _____ (zoo/the zoo).
- (d) _____ (Health/The health) is wealth.
- (e) These are _____ (lamps/the lamps) that you had ordered.
- (f) Did you meet our new neighbours, _____ (Malhotras/the Malhotras)?

2. Use the words given below to make sentences using the, wherever necessary.

- (a) wake up/5 a.m./morning
- (b) watched movie/me to watch/that you asked
- (c) school/metro/take



(d) afternoon/lunch/walk/after

(e) evening/dinner/family



Writing Junction

We have already learned about personal letters. Let us now learn about formal letters.

Sometimes we are required to write official or business letters. These are called **formal letters**. These letters are written to ask for permissions, enquire about something and even express views on a topic. They are brief and follow a specific pattern.

Alexander Graham Bell was a famous inventor, who invented the telephone. Bell worked for some time at Clarke School for the Deaf. Now, read a letter written by a clerk in the school to him. In this formal letter, the clerk has requested Bell to grant him three days' leave.

21/A, Round Hill Road
Northampton
MA 01060, U.S.

Sender's address

Mr Alexander Graham Bell
Clarke School for the Deaf
45, Round Hill Road
Northampton
MA 01060, U.S.

Receiver's address

April 21, 1874

Date

Sub: Request for leave

Dear Mr. Bell,

Greeting

Introduction

I am Henry Smith and I work as a clerk in the accounts department of the school.

Description

I need to attend a function in Philadelphia next week. I would like to take three days' leave. I shall not be able to attend to my duties from 27 April to 29 April.

I shall be grateful if you approve my leave request.

Thanking you,

Closing

Yours sincerely,

Henry Smith

Signature

Now, write a letter to your teacher asking for a leave and stating the reason.





Get Set

Think of something you cannot live without. Then, answer these questions.

1. Why do you need it?
2. What would you have done if it had not existed?
3. Would you like to make it better?



Reading Junction

Do you dream of inventing something? Let us read about a child who dreams of inventing an extraordinary pair of spectacles.



I want to **invent** spectacles
No **ordinary** ones will they be
They'll work on switches
As it suits me.



Switch one and I see better.
Switch two, hey! I read better.
Switch three for a tiny wiper.
Switch four to take a picture.
Switch five will **magnify**;



invent: to create or design for the first time
ordinary: common

magnify: make something appear larger than it is



I'll notice the bugs that pass by,
 Switch six to zoom and watch;
 The birds flying high
 Switch seven for star gazing;
 Out in the open night sky.



Until such time as I make these,
 My plain ol' pair would be fine.
 Say, do you have any ideas,
 Just as same as mine?



Get Going


A. Let us find the answers from the poem.

Read the poem again. Then, match the switch numbers in column A to their functions in column B.

| A |
|----------|
| switch 1 |
| switch 2 |
| switch 3 |
| switch 4 |
| switch 5 |
| switch 6 |
| switch 7 |


| B |
|---|
| to have a tiny wiper |
| to take nice pictures for an album |
| to ensure better eyesight |
| to read better |
| to zoom in on the birds flying in the sky |
| to gaze at stars in the night sky |
| to magnify the tiniest of things |



B.  Let us read between the lines.

Explain these lines.

- (a) 'They'll work on switches
As it suits me.'
- (b) 'Until such time as I make these,
My plain ol' pair would be fine.'

C.  Let us go beyond the poem.

1. What is an invention?
2. Which feature do you like the most in the glasses the speaker wants to invent? Why?



Listening and Speaking Junction

The computer has become an integral part of our lives. There is another thing that we cannot do without. It is the telephone. The telephone was invented by Alexander Graham Bell. Listen to the passage about Alexander Graham Bell and write down the details.

Alexander Graham Bell

Date of birth: _____

Place of birth: _____

Profession: _____

Experimented with: _____

Invention: _____

His assistant: _____

Now, imagine there were no telephones in today's world. How do you think our lives would be different? Discuss with your friend and talk about it in class.



Vocabulary Junction

Read this line from the poem.

Switch two, hey! I **read** better.

Now, read this sentence.

I **read** your poem, it's beautiful.

The word **read** in the two sentences have the same spelling but different meanings and pronunciation.

In the first sentence, **read** refers to the act of reading.

In the second sentence, **read** is the past tense of the verb read.

Words that have the same spelling but different meanings and pronunciations are called **homographs**.

1. Match the words in column B to their meanings in column A and column C.

| A | B | C |
|--------------------------------------|------|---------------------------------------|
| metal | bow | to pull out something by force |
| a drop of water coming out of an eye | lead | the name of an animal that eats honey |
| to support | tear | to take charge |
| a way of greeting | bear | a weapon for shooting an arrow |



2. Read the given sentences and underline the correct meaning of the words in green.

(a) The **wind** is blowing very hard.

- i) strong breeze ii) to coil a spring

(b) His **wound** healed quickly.

- i) past tense of wind ii) an injury

(c) I often **read** a book before I sleep.

- i) reading as a habit ii) past tense of read

(d) Priya is going to **lead** the school band.

- i) a metal ii) to show the way by going in front or ahead

(e) Given below are two different meanings of a word in each set.

Identify the word and write it in the space provided.

i) _____

- a white bird that symbolises peace
- past tense of dive

ii) _____

- to bend down in respect
- a knot tied with two loops and two loose ends, especially using ribbons

iii) _____

- to be alive
- to be broadcast directly

iv) _____

- a citizen of the country of Poland
- make a surface smooth and shiny



Phonics Junction

Read these lines from the poem.

I want to invent spectacles
No **ordinary** ones will they be

In the word **ordinary**, the letters **or** sound like the word **awe**.

Let us look at some more words that are pronounced the same way.

| | | | | | |
|--------|--------|---------|-------|---------|----------|
| law | taught | because | lawn | draw | daughter |
| caught | fought | pause | fault | brought | crawl |

Now, look at these words. These words have the **ua** sound.

| | | | | |
|------|-------|------|--------|--------|
| tour | usual | pure | actual | mutual |
|------|-------|------|--------|--------|



Read the clues and write the words in the space provided.

1. past tense of teach _____
2. used as a conjunction of reason _____
3. past tense of catch _____
4. free from impurities _____
5. to stop a video or audio for a moment _____
6. to walk on four legs _____
7. female child _____

Now, read the words aloud.





Read these sentences.

The girl in the poem wants to make a pair of spectacles for herself.

Herself refers to the girl.

Herself is a pronoun that refers to the speaker or the main subject in a sentence. Such pronouns are called **reflexive pronouns**.

Examples:

*Nona completed her homework **herself**.*

*The monkey ate the bananas all by **itself**.*

*I did the homework **myself**.*

*We went to the school **ourselves**.*

*The dog is scratching **itself**.*

*The baby boy looked at **himself** in the mirror.*



Recap

Pronouns are used to replace nouns in a sentence when the nouns have been introduced previously.

These pronouns refer to **nouns that have already been mentioned**.



Write the sentences on the blackboard. First identify the action, then the doer and finally the pronoun. Explain using more examples.

1. Circle the reflexive pronouns in the following sentences.

- She bought herself a wristwatch.
- I wrote a message to myself.
- Does the computer turn itself off?
- Do not use that knife. You may cut yourself.
- They had to cook for themselves since their mother was ill.



- (f) He learned to play the piano by himself.
(g) The house stands by itself on an acre of land.

2. Fill in the blanks with reflexive pronouns from the box.

herself myself itself themselves himself

- (a) The dog opened the kennel door by _____.
(b) She decided to travel to Puri by _____.
(c) I made _____ a sandwich.
(d) Harry figured out the way by _____.
(e) The family members keep _____ busy in social work.

3. Write sentences with the reflexive pronouns given below.

- (a) himself
(b) themselves
(c) ourselves
(d) itself
(e) herself



Draw an arrow linking each pronoun to the subject. Write the example sentences on the board to explain.
Discuss that the subject can be a pronoun as well. Show the difference between singular and plural pronouns.



Writing Junction

Mehak recently attended the school quiz competition. She has written a report on it for her school magazine. Let us read it to find out how she has drafted it.



Heading

Whizkids Quiz Contest – A report

I feel proud and happy to have been a member of our school quiz team, which won the All India Whizkids Quiz Contest.

What and where the event took place

It was organised at Delhi Public School, New Delhi, on 21 January 2019. The mega event had 12 teams taking part in it, including us. There were questions on science, literature, music and general knowledge. The competition was really tough. However, our team had prepared well, and we were able to answer most of the questions. Our team scored 75 points.

What happened at the event

Sumit and I were the winners of the quiz and won cash prizes of ten thousand rupees each. The prizes were given away by the Delhi Police Commissioner.

Date and Place

New Delhi, 24.01.2019.

Signature

Mehek

Imagine you recently participated in an interschool cricket competition and your school won. Write a report highlighting the event.



Projects

Project 1

Life Skills

Read these scenarios. Which pair of children do you like and why?

(a) **Rehana and Usman**

Rehana and Usman live with their grandparents. Their parents work in another city. The siblings love living with their grandparents.



Rehana helps her grandmother carry the shopping bag back home. She has also taught her grandparents how to play games on the computer. Usman, on the other hand, is always eager to teach his grandparents how to use the mobile phone. He also reminds their grandfather to take his medicines on time.

(b) **Kavita and Kaavya**



Kavita and Kaavya are Rehana and Usman's neighbours. They live with their grandparents too. However, they do not like to play with their grandparents or talk to them. Kavita

feels that since her grandfather does not know about computers, he will not be able to play games with her. Kaavya does not like to go out with her grandmother because her grandmother cannot speak English



properly. Neither of them feels it is important to spend time with their grandparents as they have their things to keep themselves engaged, like reading books, attending to household chores and so on.



Draw attention to the fact that one's grandparents are important and they need to be loved and respected.

Multiple Intelligences

Making a terrarium

Do you know what a terrarium is?

Terrariums are small, enclosed spaces in which we can grow plants and keep them in our homes. Look at this image of a terrarium.

The containers of these mini gardens are generally made of transparent material like glass or plastic.

Do you want to make a terrarium of your own? Listen to the steps and make this beautiful mini garden.

Project 2

Life Skills

Have you ever seen a magician reading someone's mind? Here is a magician explaining how you can read someone's mind.

What you need:

- partner
- chewing gum

Instructions:

1. Tell your friends that you can read minds.
2. Ask someone to whisper any number between 1 and 10 in your partner's ear.

3. Put your hands on your partner's cheeks (act like you are reading his/her mind).
4. Your partner should chew the gum slowly as many times as the number that was whispered in his/her ear. Once you know the number, announce it!

Isn't it easy? Magic is full of such tricks. However, every trick has some science behind it.

Research and find out the secret behind any two magic tricks.

Multiple Intelligences

1. Invent and Illustrate

- Prepare a blueprint of a device that will help you perform a task, such as cleaning your room.
- Give your device a name. Draw its picture and describe how it would work and what tasks it could perform.
- Try to make a model of your device using paper, scrap material or clay.

2. Word Maze

Use these clues to identify the inventions in the word maze.

- (a) used as a symbol in arithmetic operations
- (b) made the transportation of goods much faster and more efficient
- (c) allows people to access almost any information located anywhere in the world at any time
- (d) used to keep food cold for prolonged periods
- (e) allows actual voice communication
- (f) lets most of us go wherever we want, whenever we want
- (g) allows people to work at night or in dark places



(h) a machine that takes in information and uses it in some way to give us new information

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



Listening Texts

Chapter 1: Neha, My Sister

Listening and Speaking Junction

Rashmi wrote to Ryan: Hello Ryan! It is August and pouring in Mumbai. How is the weather in England? Anyway, I am not writing this letter to tell you about the weather, but to thank you for the wonderful postcard you sent me. In return, I am sending you a colourful thread. In India, there is a festival during which a sister ties such a thread on her brother's wrist as a symbol of love. In your last letter, you told me that I look very much like your sister. So, I thought of sending this thread to you.

Leena wrote to Preeti: Dear Preeti, I am writing this letter to tell you about this amazing festival that our teacher talked about yesterday. The festival is celebrated in Tamil Nadu for four days. People celebrate it to mark the end of the harvest season. During this festival, a special sweet dish is prepared by boiling rice in milk containing raisins, jaggery and cashew nuts. I really want to taste the dish.

Vikram wrote to Riyaz: Dear Riyaz, how are you? I will be in Delhi next week. I hope to meet you while I'm there. We can have a good time, decorating the tree at Lydia's house with baubles, wreaths, bells and stars. I am actually excited about seeing Lydia's father dressed as Santa Claus.

Sanya wrote to Ranjit: Dear Ranjit, I hope you are doing well. In your last letter, you mentioned how your family celebrated Vishu, the new year of the Malayalees. I'm writing this letter to share with you how my family celebrates Eid-ul-Fitr. It is celebrated at the end of the auspicious month of Ramadan. During the month of Ramadan, we do not eat anything while the sun is up in the sky. So, on the day of Eid, we begin our day with a sweet and then my father, brothers and uncles go to the mosque to attend the special prayers. After the prayers, it is celebration time. We wear new clothes and have many sumptuous dishes, like biryani, sevaiyan and halwa. Children get blessings and Eidi from the elders.

Sumit wrote to John: Dear John, I hope this letter finds you in the pink of health. In your last letter you wrote about how you celebrated your birthday. In this letter, I would like to tell you how we celebrated the birth of one of my favourite deities. We placed a picture of the deity in a cradle. Everyone in the family sang songs in praise of the deity. The next afternoon, a pot filled with butter was suspended from a rope high above the ground. Later in the day, teams of boys formed human pyramids and tried to break the pot. Finally, the team that broke the pot was rewarded with a prize.



Phonics Junction

1. I will meet you.
2. This dog is very cute.
3. I bought a new bag.
4. A thick layer of dew covers the plants.
5. This is a huge tree.

Chapter 2: Tell Us a Tale

Listening and Speaking Junction

1. My mother bought me a new dress.
2. I cannot believe I got selected to be in the football team.
3. What a beautiful bag!
4. I failed this exam.
5. We are going to Disneyland.

Phonics Junction

bead, neat, leave, pea, beach, leaf, peak, keep, wheat, pole, reach, please, steal, clean,
cheap, pet, weep, bit, beep, sleep, feet, tree, street, wheel, freeze, queen, teeth, bee, feel

Chapter 3: Recycling

Listening and Speaking Junction

| Issues | To Do |
|------------------|--|
| wastage of water | not to leave the tap running while brushing my teeth |
| land pollution | avoid littering |
| | avoid spitting on the roads or on the ground |
| global warming | avoid leaving electrical appliances on when not in use |

Chapter 4: Falling Snow

Listening and Speaking Junction

Mona: My favorite season is Winter because during winter we get to sit around the fire and drink hot chocolate.

Abdul: My favorite season is Summer. We get mangoes in Summer. Mango is my favourite fruit.