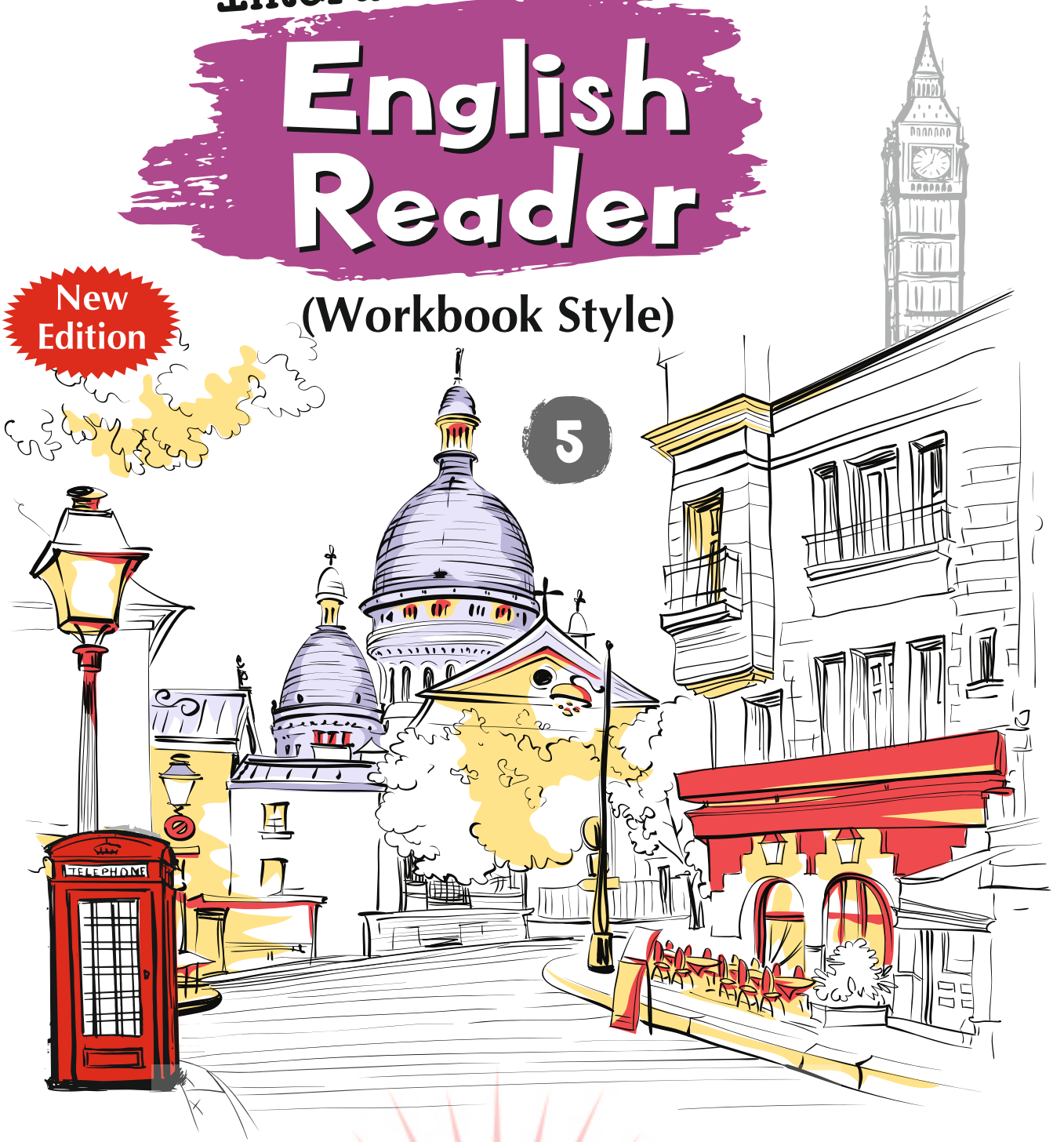
Interactive English Reader

(Workbook Style)

New Edition

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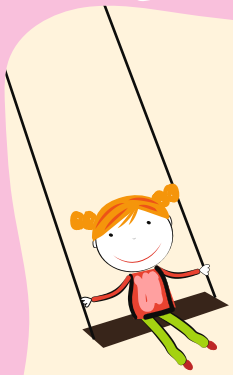
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Cynosure of NEP 2020

Interactive
English Reader | Class 1-5

In This Series

Special Highlights

- Collection of all genres of literature i.e. poetry, fiction, play, biography, autobiography etc.
- Awareness towards environment, society and social ethics.
- Writing tasks and activities under creative work.
- Activity based assignments and interesting questions are given at the end of lesson.
- Developing various skills i.e. creativity, teamwork, analytical ability, communication, values and life skills.

Let's Touch On

Simple and concise information has been given about all the lessons and poems in the starting of lesson. And few questionnaires given for discussions among students for their active participation.

Know More

Fascinating facts has been given at the end of lesson to boost the knowledge of the readers.

Before Reading

An Interactive, fun way to step into the lesson. Interesting questions about the lesson for the students to be asked before the starting of chapter.

Teacher's Note

Appropriate hints given for the teacher for interesting and effective teaching of the chapter.

Can I Answer?

While reading questions to aid comprehension, analytical, factual and extrapolative.

Moral Ethics

It links to the learning outcomes, teaching and social ethics learnt from the chapter.

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Writing Skill

Writing task to whet the learner's creative and critical thinking skills.

Grammar Skill

It consists of basic grammatical drills to sharpen children's competency in using language accurately.

My Diction

Meanings of sophisticated words given for better understanding and enhancing vocabulary.

Activity Zone

Subject enrichment activities for learners which mainly focuses on the following skills as per

NEP 2020

- Creativity
- Collaboration Skills
- Experiential Learning
- Communication
- Critical Thinking
- Values and Life Skills

Fun Activity

In this part fun activities for integrated knowledge given keeping in the mind the mental development of children.

Model Test Paper

Practice papers are given for the evaluation of learners.

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Sindbad, The Sailor

Before Reading

Answer the following questions.

1. Was Sindbad a real person?
2. What does a sailor do?

Let's Touch On

In this chapter, we will read about one of the experience of Sindbad, who was a sailor and used to travel from one place to another. In this tale, he is with merchants and dealing with unexpected problems.

Discuss the following questions in the class

1. Why did Sindabad like to travel?
2. Does sailor still exist?

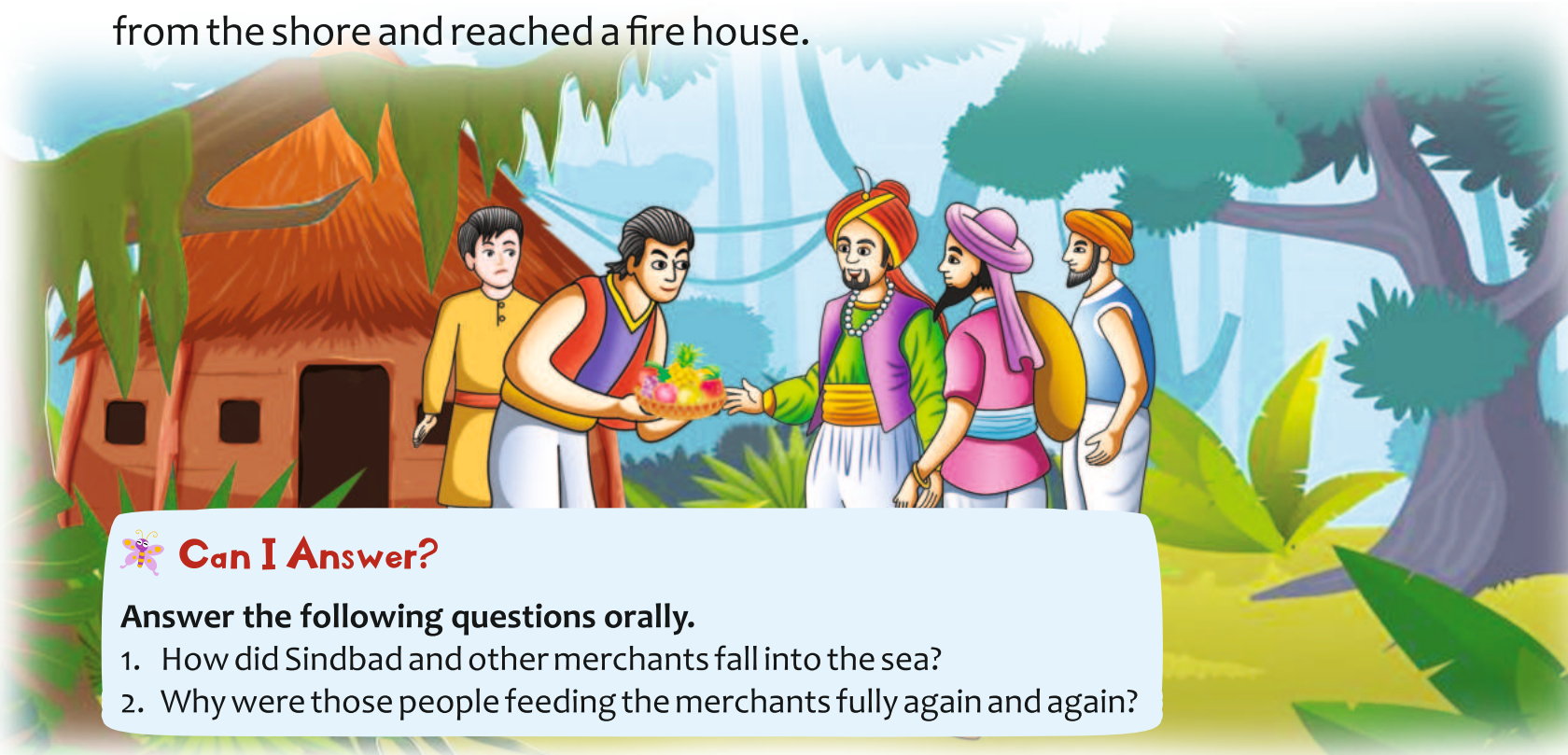


Once upon a time, there was a sailor named Sindbad who liked to travel a lot and collect new experiences. One day, he went out and asked merchants' head, "Do you mind if I go with you in this journey?" The head nodded his head in 'yes' and Sindbad joined the group of merchants. They travelled from port to port peacefully for a while. But one day, a storm made the sea wild. The merchant told another merchant to save themselves because they were full of fearsome. Sindbad asked, "What is this happening? Didn't you guys know about it?" "Sudden change of weather was unexpected," one of the merchant replied.

Another merchant added, "The wind is becoming powerful. It may turn the ship upside down". And a hard push of wind came and threw all men and

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goods into the sea. They were freaking out and all the sailors barely made it to an island by holding on to whatever was floating. They hardly found something. After few hours of struggling, they move into the wooded island from the shore and reached a fire house.



Can I Answer?

Answer the following questions orally.

1. How did Sindbad and other merchants fall into the sea?
2. Why were those people feeding the merchants fully again and again?

The residents of the house were seemed kind. They welcomed the crew and told, "You all are welcome in this house. Please make yourself comfortable," and gave them food. The sailors ate as much as they wanted. Until evening, when the hosts moved them into a barn-like place. The sailors ate whatever the hosts fed them and then slept the rest of the day. Sindbad didn't like this animal behaviour of his fellow sailors, so asked one of the guard about this hospitalization. "Why are the hosts so eager to feed us?" The guard revealed the planning of the hosts. He told Sindbad, "They will eat you when you all will became lazy". As soon as he got to know the truth behind hospitality, with the help of one of the guard, Sindbad managed to escape the cannibals. He reached another part of the island inhabited by ordinary people. Being the merchant he is, Sindbad soon found a way to make money on the island and impressed the king with his creativity. The king requested, "O sailor, we would like to share this land with you. Please be with us for the rest of your life". Sindbad agreed and lived in their city.

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Know More

Sindbad, the sailor, is one of the most famous heroes of Middle Eastern literature. He is described as hailing from Baghdad during the early Abbasid Caliphate.

Teacher's Note

This is a fictional mariner story of Arabic origin. Tell students to write their own imaginative story in 100-150 words.

My Diction

journey - trip
shore - seaboard
inhabitant - native
scavenger - hunter
freaking - go mad
barn - outhouse
cannibals - man-eater
crawl - move on hands and knees
wooded - forested
malnourished - unhealthy
spouse - better half
rescue - save

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Short answer type questions.

1. Whom did Sindbad joined?
2. What does a sailor do?
3. Why did Sindabad like to travel?
4. Who helped him to escape?

B. Long answer type questions.

1. Why did Sindbad escape from the wooded island?
2. How did he manage to live on other island?
3. How did Sindbad and other merchants reach to the wooded island?
4. Why was the host fattening them?

C. Fill in the blanks.

1. A merchant ship _____ him.

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2. The hosts moved them into a _____ place.
3. He slowly and painfully _____ through the tunnel.
4. The _____ has an unusual custom.

D. Put 'True' for right statements and 'False' for wrong statements.

1. Sindbad was a merchant.
2. They stayed on wooden island.
3. Sindbad managed to_____ the cannibals.
4. The king agreed to share the _____with _____.

D. Tick (✓) the correct answer. MCQ

1. The _____ requests Sindbad to live in their city.
   a) host b) Queen
   c) King d) merchant
2. _____ didn't like the animal behaviour of his fellow sailors.
   a) Sindbad b) residents
   c) King d) guard
3. He reached another part of the island inhabited by _____.
   a) giants b) cannibals
   c) ordinary people d) tribal
4. With the help of one of the _____, Sindbad manages to escape the cannibals.
   a) resident b) prisoner
   c) guard d) King



Writing Skills

Critical Thinking

Make a picture of a sailor sailing the boat.

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Grammar Skills

(Structure and Usage)

Preposition

Preposition is a word or group of words which is used to link noun, pronoun and phrase to other words in a sentence.

There are some single word preposition: in, at, on, of, to, by and with.

And there are some phrases preposition such as in front of, next to, instead of.

1. Underline the prepositions in the following sentences.

1. The glass is on the table.
2. Birds are flying in the sky.
3. George is going by car.
4. John is sleeping on his bed.
5. My dog is playing with a ball.
6. The cat jumped upon the table.
7. The ball is under the chair.
8. My brother has returned from the office.
9. The children were sorry for their behaviour.
10. I am going for a vacation next week.



Activity Zone

Creativity

Write any three things which you find interesting in Sindbad.

Values and Life Skills

This story makes us learn the bravery and intelligence of Sindbad. Write a short essay on "Take wise decisions".

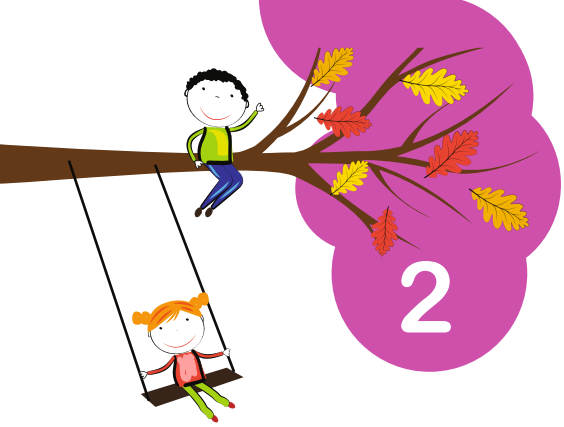
Collaboration Skills

Conduct a play on this story with your classmates in front of your class.

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2 A Lesson Learnt

Before Reading

Answer the following questions.

1. Do you think making fool of others is ethical?
2. Why do people not like to share their things?

Let's Touch On

In this chapter, there are two companion who find a loaf of bread but don't want to share with each-other. Overheard them fighting for that loaf of bread, a stranger comes to solve their problem. He takes advantage of their estrangement and finish the loaf, and they get nothing to eat. Through this chapter, children will learn that how greed and being selfish can be harmful for them. This story gives a lesson to take decisions wisely.

Discuss the following questions in the class

1. What should you do when you get something to eat?
2. Do you offer your things to the needy people?

Scene: A deserted market in an Indian village in late evening.

Narrator: Two friends, Anwar and Salim, are returning to their village after a long journey. Their food has finished. They have not eaten a morsel since morning. They are feeling rather hot, tried, and hungry. They still have a day's journey ahead of them. They are looking for food and a place to spend the night.

Salim: (looking around) I don't see anyone about. Do you?

Anwar: (shaking his head) No. Too bad we reached this marketplace so late. We could have got some food and drink had we reached here earlier.

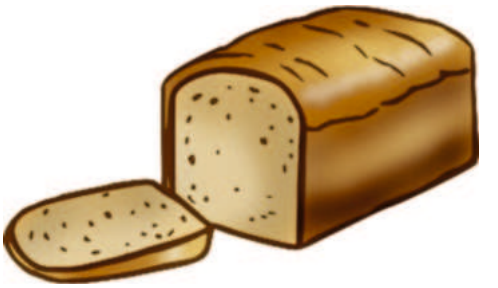


Narrator: Suddenly, Anwar stops in his tracks. He points at something on a rock by the roadside.

Anwar: (tugging at Salim's sleeve) Am I

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hallucinating? Is that a lovely, fresh loaf of bread?



Salim: (excitedly) Yes, it is! I wonder how it got there.

Anwar: Someone must have left it there for poor and hungry travellers like us.

Salim: Are you sure it doesn't belong to anyone?

Anwar: Of course, it doesn't, I don't see anyone around.

Salim: Wonderful! This is just what I need. I am so hungry that I can eat it within seconds!

Anwar: Oh, no, no! I saw the bread first. That means it must be mine.

Salim: Ha! That's just ridiculous! Why should it be yours to take? I should at least have half of it.

Can I Answer?

Answer the following questions orally.

1. How did the stranger come into their conversation?
2. What suggestion did the stranger give to solve the argument?

Narrator: Anwar and Salim are so busy with their arguments that they do not notice a stranger under the shade of a nearby tree. He has been watching Anwar and Salim and listening to their conversation. He gets up and starts speaking to them.

Stranger: Excuse me, but I could not help overhearing your conversation. Let me offer you a solution to your problem. I think the best idea would be to share the loaf. That way, both of you would have something to eat. Allow me to divide the loaf for you.

Anwar: You are a very kind man, but there is no need to divide the bread. Since I saw it first, it is mine and I shall have the whole of it.

Salim: (getting angry) That's not fair! I am equally to have it.

Stranger: Please, my friends. Do not quarrel. Let me help you. I know what to do.

Narrator: The stranger picks up the loaf of bread and break it into two halves. When the loaf has been split, he looks at the two pieces of bread with a guilty expression on his face.

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Stranger: Oh dear! These broken pieces are not exactly of the same size. One is bigger than the other. This won't work! Let me break a bit off the bigger piece.

Narrator: The stranger breaks off some of the bread from the bigger piece and quickly puts it into his mouth.

Stranger: Oh, no! I have broken off too much. Now this piece has become small. Let me break some off the other piece.

Narrator: The stranger breaks some of the bread off the other piece and puts it into his mouth once more.

Stranger: Oh, no... I have broken off too much. Now the bigger piece has become the smaller one. Let me break some off the bigger piece.

Anwar: (looking worried) Hey! We asked you to help us, not have pieces of our bread.

Salim: Yes, give it back to us.

Stranger: Please don't worry, my friends. I am really trying to help you. There's still plenty to go around. I'll make the pieces equal now. Look.



Narrator: Again, the stranger breaks off some part of the bigger piece of bread and puts it into his mouth.

Anwar: The pieces are still not equal!

Salim: If you can't do it, let us do it ourselves.

Stranger: But you wouldn't be able to do it yourselves. Which of you would break the bread?

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Anwar and Salim: (together) Me!

Stranger: See? You will not only begin a new argument. Let me do it.

Narrator: The stranger continues to break the bread unevenly, biting off pieces from the larger part of the bread. This goes on untill only two very small pieces of bread are left.



Stranger: Uh... I'm so sorry. Now only these two pieces of bread are left. If I offer such tiny pieces to gentlemen like you, It would be an insult!

Narrator: The stranger quickly eats the last two pieces of bread. Before Anwar and Salim can react, he hurries off down the road and soon disappears. The two friends look at each other in amazement.

Anwar: (sitting down on the empty rock, his head in his hands) I feel ahsamed. We've been so silly!

Salim: (putting a hand on Anwar's shoulder) Yes, my friend, we have really been very silly. We were selfish and greedy. Instead of being willing to share the loaf of bread, we wanted the entire loaf for ourselves. Even half the loaf was not enough. Now we have nothing at all. We have been taught a good lesson.

Moral Ethics

When two people fight, the third one always gets the profit.

Know More

Quarrel creates the advantage for others.

Teacher's Note

Tell Students to understand the value of food as well as never be greedy for anything. This will lead them in difficult situations.

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My Diction

morsel - mouthful **tracks** - pathway **hallucinating** - see things
ridiculous - absurd **argument** - difference of opinion **quarrel** - fight
halves - fifty percent of **guilty** - at fault **plenty** - many **amazement** - surprise

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What lesson do Anwar and Salim learn?
2. Why does the stranger have a guilty expression on his face? What does he do to cover his guilt?
3. What does the stranger offer to do?
4. What does Anwar see on the rock by the roadside?
5. Why are Anwar and Salim not able to get any food from the marketplace?

B. Who said the following words and to whom?

1. "Even half the loaf was not enough. Now we have nothing at all. We have been taught a good lesson."
2. "You are a very kind man, but there is no need to divide the bread."
3. "Ha! That's just ridiculous! Why should it be yours to take? I should at least have half of it."
4. "Excuse me, but I could not help overhearing your conversation. Let me offer you a solution to your problem."
5. "No. Too bad we reached this marketplace so late. We could have got some food and drink had we reached here earlier."

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C. Tick (✓) the correct answer. MCQ

1. Anwar says that the loaf of bread is his because
   a) he is younger than Salim
   b) Salim is not very hungry
   c) he is more hungry than Salim
   d) he saw the bread first

2. When Anwar and Salim were returning to their village, they were feeling
   a) hot, tired and hungry
   b) tired and hungry
   c) hot and tired
   d) hot and hungry

3. In order to reach their village, Anwar and Salim still have _____ ahead of them.
   a) a few hours' journey
   b) a few days' journey
   c) a day's journey
   d) an hour's journey

4. In the end, the stranger
   a) sits under the shade of a tree
   b) hurries down the road and disappears
   c) sits by the roadside alone
   d) sits with Anwar and Salim

5. Anwar feels that loaf of bread was left on the rock
   a) by mistake
   b) for poor, hungry travellers like them
   c) for the stranger
   d) for crows and other birds



Writing Skills

Critical Thinking

What would you have done if you had been in place of Anwar or Salim?

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Collocations

A collocation is a set of words that can be used jointly to convey an accurate meaning.

Example: When there is a lot of rain, we say 'heavy rain' and not 'powerful rain'. Also, on using a camera, we say 'take a picture' and not 'make a picture'.

Some common collocations are– have a bath, do a favour, make trouble, take a taxi, break the news, catch fire and get frightened.

A. Match the columns to form meaningful collocations.

1. save	a) upset
2. get	b) a fine
3. keep	c) fire
4. catch	d) a look
5. take	e) quiet
6. pay	f) time

B. Choose the correct option to complete the sentences.

1. The students were surprised when their teacher _____ (sang, came, burst) into laughter.
2. Diksha _____ (earns, learns, build) a living by working as a sales girl.
3. The friends were _____ (making, keeping, feeling) very hot.
4. They have not _____ (bitten, eaten, taken) their food.
5. Both the friends went on a _____ (tall, long, big) journey.

Anagrams

A anagram is a word or phrase made by rearranging the letters of another word or phrase.

Examples: a) SILENT is an anagram of LISTEN.
b) STOP is an anagram of POTS.

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C. Fill in the blanks with the anagrams of the words given in the brackets.

1. The dish was not tasty since it had less _____ in it. (last)
2. Jack rubbed the _____ of his hands together. (lamps)
3. She used a cotton bud in her left _____. (are)
4. The spices were on the top _____ of the cabinet. (flesh)
5. Her _____ was so dry that she had to rub it with oil. (sink)

Kinds of Sentences

There are four different kinds of Sentences.

a) A declarative sentence makes a statement and ends with a full stop.

Example: The show begins in two hours.

b) An interrogative sentence asks a question and ends with a question mark.

Example: When will you come to my house?

c) An imperative sentence gives a command or makes a request. It ends with a full stop.

Examples: Shut the door. (Command). Please pass me the apple pie. (Request)

d) An exclamatory sentence expresses a strong feeling and ends with an exclamation mark.

Example: What a wonderful scene it is!

D. Place an appropriate punctuation mark at the end of each sentence. State its kind.

1. The cleaner has done his work _____
2. What did you do during the holidays _____
3. The sunset is amazing _____
4. The school reopens tomorrow _____
5. Why are you so late _____
6. What a beautiful dress _____
7. Sit down _____
8. Please shut the door _____

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Question Tags

A question tag is a short question at the end of a statement.

We use question tags in two cases.

a) To verify the truth of something.

b) To try to receive a reply from the person we are talking to.

When a statement is positive, it is followed by a negative question tag.

Examples: a) Martin is back from England, isn't he?

b) Jill can go to the market, can't she?

When a statement is negative, it is followed by a positive question tag.

Examples: a) She isn't going, is she?

b) They couldn't pass the exam, could they?

E. Add an appropriate question tag at the end of each sentence.

Examples: You are from East, aren't you?

1. Jack and Jill came tumbling down the hill, _____
2. The music of the birds is wonderful, _____
3. He has completed his homework, _____
4. Jack climbed up the hill, _____
5. She is a beautiful girl, _____
6. You are a good child, _____
7. We will play the game well, _____
8. They are going to London, _____



Activity Zone

Creativity

Describe the personality of Anwar, Salim and the Stranger in your words (100-150).

Values and Life Skills

We should never hesitate in sharing our things with other. The given poem will help you to understand the value of sharing.

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Read the following poem.

Sharing is Caring

To show you care for someone is to lend a helping hand,
A need to be concerned for every woman, child and man,
Share whatever you can to help someone in need,
Then you will be happier and a better person indeed.

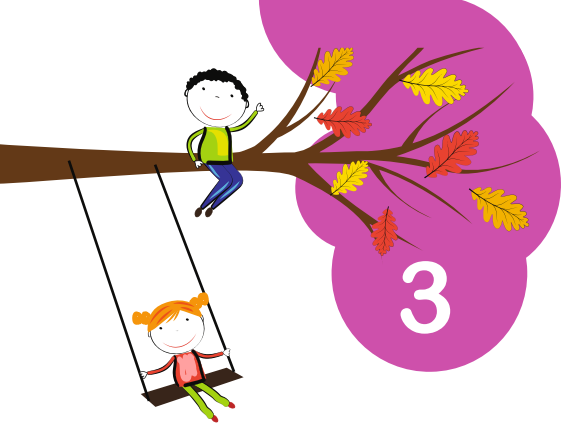
When you share with others you unselfishly give of yourself,
Then love is freely instead of sitting on a shelf.
Hands that are always clenched nothing can ever get out,
Ones that are open and give is what love is all about.

Sharing is caring when given from the heart with pleasure,
The good returns are many and the reward are without measure.
Goods given bring a smile to a needy person,
Holding back when you can give will only continue to worsen.

Collaboration Skills

Organise a potluck lunch with children. Tell everyone that we all will eat together by sharing our food with each other. This will help in setting an example of "Sharing is caring".

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3 Ancestors of the Goldfish

Before Reading

Answer the following questions.

1. What do you understand by aquatic animal?
2. How many aquatic animals you are aware of?

Let's Touch On

In this chapter, Tanya, a little girl, loves watching fish in the aquarium, but she likes Sasha, a goldfish more. Shasha tells Tanya about her ancestors in very interesting manner. Let's study the lesson to know about Sasha deeply.

Discuss the following questions in the class

1. Have you ever noticed the colour of fish? When do they shimmer?
2. Why do they live in the water?

Sasha, a reddish-gold coloured fish, swam furiously up and down in a big aquarium. The aquarium was kept at the centre of a house, between the dining room and the drawing room. It was filled with a lot of exotic fishes with many different kinds of plants and rocks for them to hide amidst. A shipwreck and a treasure chest gave the aquarium the look of an underwater world in a deep ocean. The aquarium was bright, well-kept and clean.

As Sasha swam, she looked at her reflection on the aquarium walls. It looked as if she was wearing a red dress and her golden body dazzled as she moved. Her long tail danced like a ballroom dress as she swayed around the aquarium. She was a beauty!



Tanya was a little girl who liked watching the fish in the aquarium. Her eyes always followed Sasha. She

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did not look at any other fish or goldfish, not even the one with eyes as big as saucers or the one with a mane on the head as that of a lion or the black goldfish. They were no match for Sasha.

But the day before, Tanya had added to the aquarium a tiny, little fish with silver scales, a stubby tail and beady eyes. "Now she is only looking at that little measly dull thing," sulked Sasha. "What is a plain old carp doing here? Why should it be kept with us? It is so different. No one ever will be its friend," she continued to complain.

Maha, the oldest and wisest member of the aquarium, who had been in the aquarium for a long time, gave a big sigh. "Dear Sasha, wouldn't you be surprised to learn that the simple carp is how we all look like when we are little? And this is how your great – great – great –grandfather would have looked like, even as a grown-up."

Can I Answer?

Answer the following questions orally.

1. Where was the aquarium kept?
2. What did Tanya add to the aquarium a day before?

Sasha raised her eyes in wonder and blew out bubbles in surprise. "Yes... it's true. I remember Mother telling me that there once was a time when the ancestors of the goldfish swam in common swamps and buried themselves in the silt for the winter."

"That's right––carp!" said Maha. "Then in ancient China, the royal families began to raise the long-tailed, red-sided carp in ornamental ponds and water gardens. Then they started breeding these carp. The result was a beautiful new species with a tail like a veil, big, telescopic eyes and a head like that of a lion. Till that time, only royal families were allowed to keep us. Slowly we were raised indoors. Then we were introduced to Japan and then to Portugal. And then a few hundred years ago, the first goldfish were brought to Europe where we were bred in aquarium and pools. So, let's see Sasha, what that plain old carp will grow into," Said Maha, nudging Sasha's fins.

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Sasha again looked at her reflection. Then she turned and swam towards the little carp.

A few weeks later, the little, the little carp, who had become a comet-tailed goldfish, was found to be swimming around with Sasha. They had become the best of friends and it would not be wrong to say that they were inseparable.



Know More

Everything in this world has its history. Living things has their history of existence whereas non living things has their history of purpose behind the discovery.

Teacher's Note

Describe the history of the existence of humans in short way to the students and ask them some questions related to it.

My Diction

furiously - mad
swayed - shake
sulked - pout
exotic - imported
stubby - chubby
nudging - poke
amidst - between
beady - bright
dazzle - glare
measly - miserable

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Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What did the royal families in ancient China begin to do? What was the result?
2. What did Sasha think of the tiny fish that Tanya had added to the aquarium?
3. What did Sasha's reflection on the aquarium walls look like?
4. Describe the aquarium.
5. Where was the aquarium located?

B. Fill in the blanks with suitable words from the lesson.

1. _____ was the oldest and widest member of the aquarium.
2. The tiny fish Tanya added to the aquarium had _____ scales and _____ eyes.
3. The aquarium was filled with _____ fishes and many different kinds of _____ and _____.
4. Little Tanya's eyes used to keep looking at _____ in the aquarium.
5. Sasha swam _____ up and down the big aquarium.

C. Think and answer.

How did the behaviour of Sasha towards the carp change at the end of the story?

D. Tick (✓) the correct answer. MCQ

1. In the end, Sasha and the new fish
   a) barely tolerated each other
   b) became best friends
   c) did not like each other
   d) became enemies

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2. A few years ago, the first goldfish were bred in aquarium and pools in
   a) Europe
   b) Portugal
   c) Japan
   d) China
3. The fish that Tanya added to the aquarium was
   a) big with a long tail
   b) small with a long tail
   c) small with a stubby tail
   d) big with stubby tail
4. Sasha's _____ danced like a ballroom dress.
   a) mane
   b) long tail
   c) fins
   d) scales
5. A few weeks later, the eyes and red carp became a
   a) fish with a mane on the head
   b) comet-tailed goldfish
   c) fish with bulging eyes and red sides
   d) fish with eyes as big as saucers



Writing Skills

Critical Thinking

Write about five different types of fish in your notebook and paste their pciture



Grammar Skills

(Structure and Usage)

Animal Words

There are certain words that are related to specific animals.

Example: The word fish is linked to aquarium, ocean, fins.

A. Study the words given in the box. Match three words to each animal.

bananas	hiss	chimpanzee	bark	kitten	scales	cub	puppy
cobra	mew	human race	leo	roar	mice	loyal	

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	Lion	Monkey	Dog	Snake	Cat
1.					
2.					
3.					

Example: "The hissing snake frightened the man," is a more meaningful description that just saying, "The snake frightened the man."

Onomatopoeia

Onomatopoeia refers to the process of formation of words that imitate the sounds associated with the objects or actions.

B. Read each sentence and circle the onomatopoeia word.

1. Mira's loud shriek woke up the neighbours.
2. The thunder rumbled before the rain began.
3. The girl groaned in pain after she got hurt.
4. The bees buzzed around the tree.
5. She heard the chirping of birds early in the morning.
6. The loud bang on the door frightened the small child.

Subject and Predicate

A simple sentence is made up of a subject and a predicate. The subject tells us who or what the sentence is about, and the predicate tells us about the subject.

Jack (Subject) clapped his hands. (Predicate)

Object

An object is a part of the predicate. It refers to someone or something related to the action of the verb.

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Example:

Sunaina	sang	a song.
Subject	Verb	Object
(doer)	(refers to action)	(involved in the action)

A verb may have a direct object or an indirect object, or no object at all.

Mother	baked	a cake	for	me
Subject		Direct object		Indirect object

Verbs that have an object are called transitive verbs. Verbs that do not need an object are called intransitive verbs.

Example: 1. I laughed. → Intransitive verb

2. Sam loves chinese food. → Transitive verb



Activity Zone

Creativity

Make a beautiful goldfish on thermocol sheet and mention it's parts.

Values and Life Skills

We should never get jealous of anyone and always be nice with others.

Collaboration Skills

In a group of five, complete the given project.

Ask questions to your parents and neighbours about having an aquarium is a good idea or bad idea and also ask them the reason behind their answers, and write in your project file

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4 Alexander and Porus

Before Reading

Answer the following questions.

1. Who was Alexander?
2. Why does battle occur? Write your opinion.

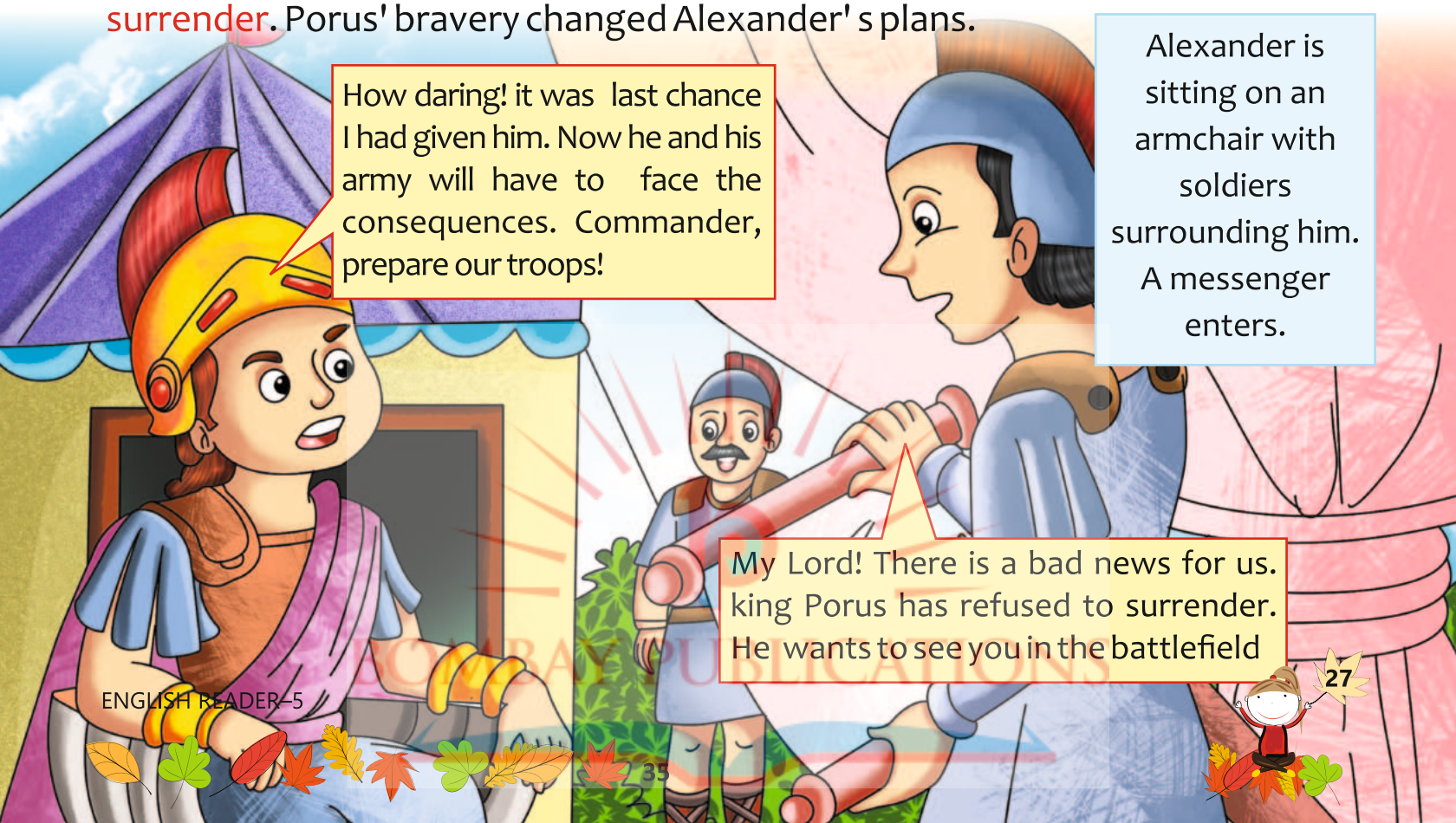
Let's Touch On

In this chapter, we will read about the two great warriors- Alexander and Porus. This story is based on the historical battle between them.

Discuss the following questions in the class

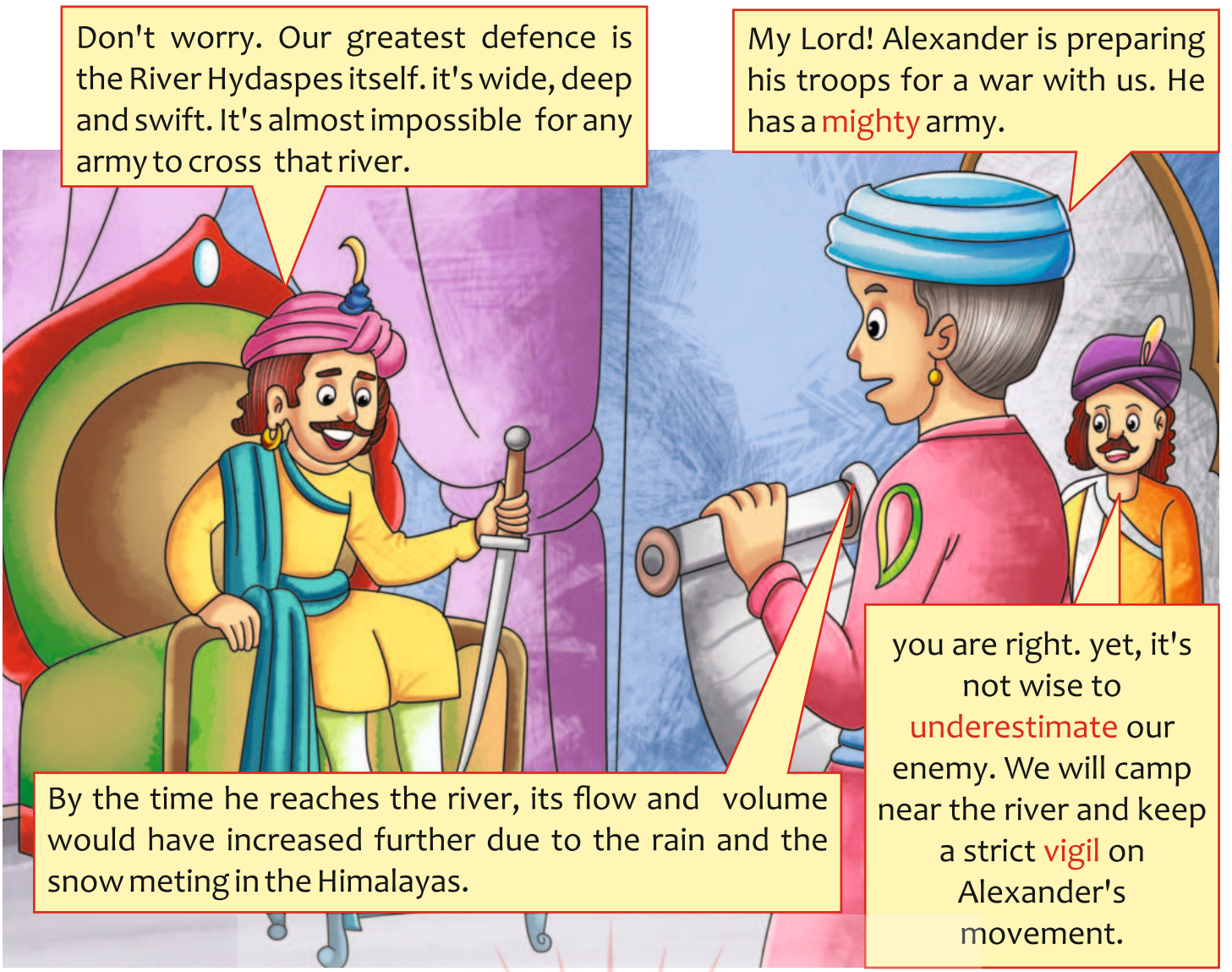
1. Why in ancient time people wanted to expand their territories?
2. What was the job of a king?

Alexander, the Great was, the king of Macedoina. It was his dream to conquer the world. After defeating Persia, in around 326 BC Alexander began preparing for a campaign to India. He persuaded the king of Ambhi to become his ally, promising to reward him with Porus' kingdom Punjab. However, Porus' decided to face Alexander in the battlefield rather than surrender. Porus' bravery changed Alexander' s plans.



King Alexander had set up camp on the west side of the River Hydaspes (present day Jhelum). Across the river was Porus' kingdom. Alexander's troops were preparing for war.

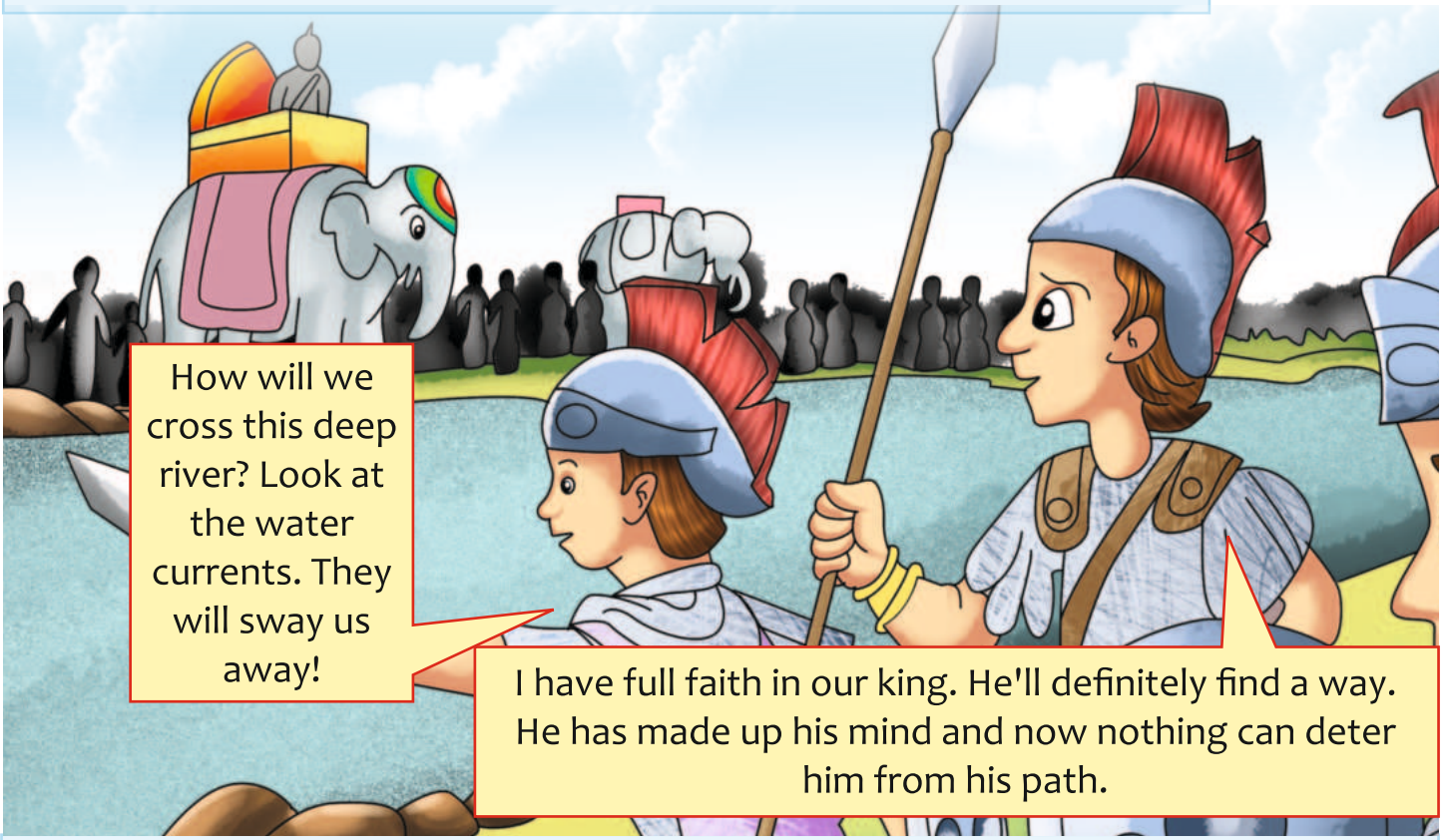
Meanwhile, king Porus and his ministers in the court were discussing strategies to deal with Alexander.



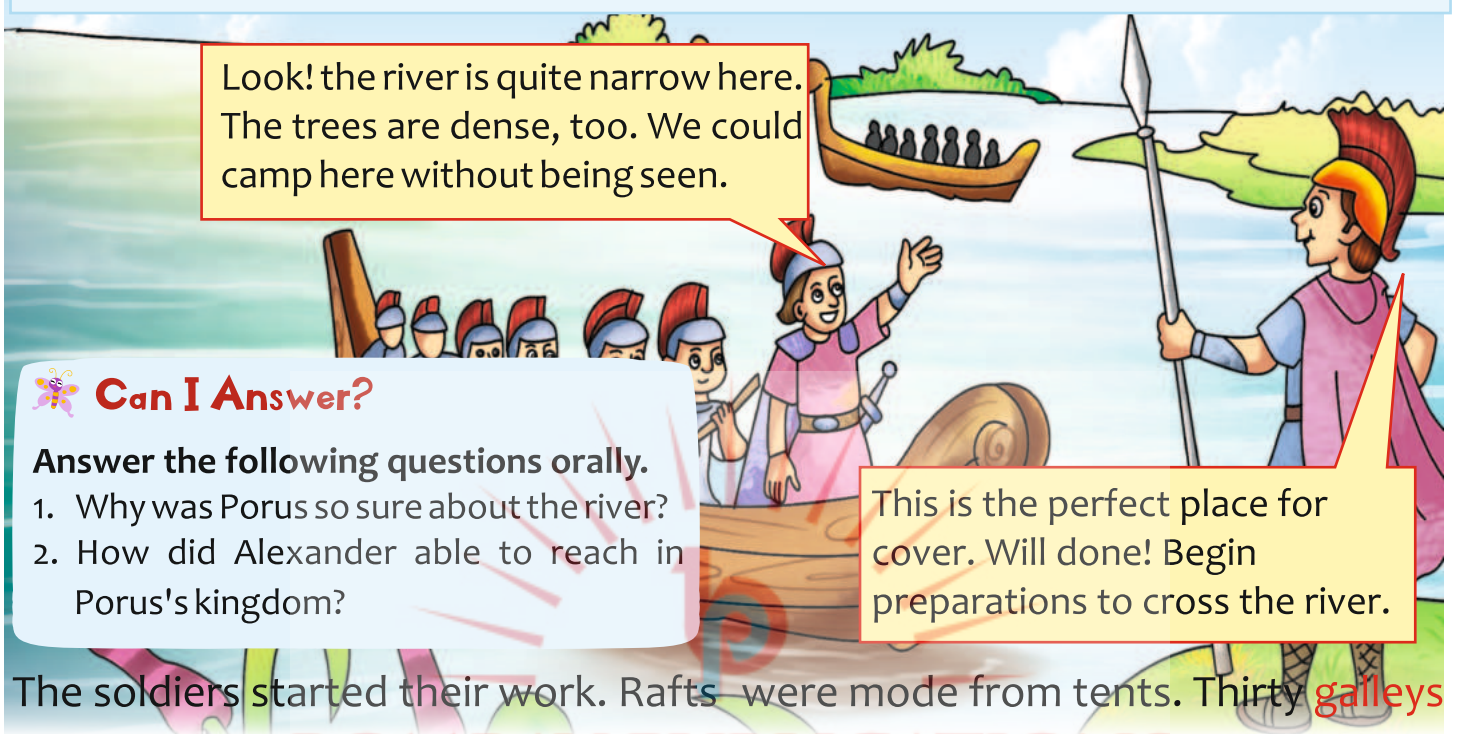
Porus stationed his army in a defensive position along the river and waited. Porus' army easily outnumbered Alexander's army. Moreover, he had trained war elephants, something he had never seen before.

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Some of Alexander's man were beginning to get anxious.



Alexander's troops were split into groups. They began searching for a way to cross the river. After a long search, a suitable location was found at a bend in the river.



Can I Answer?

Answer the following questions orally.

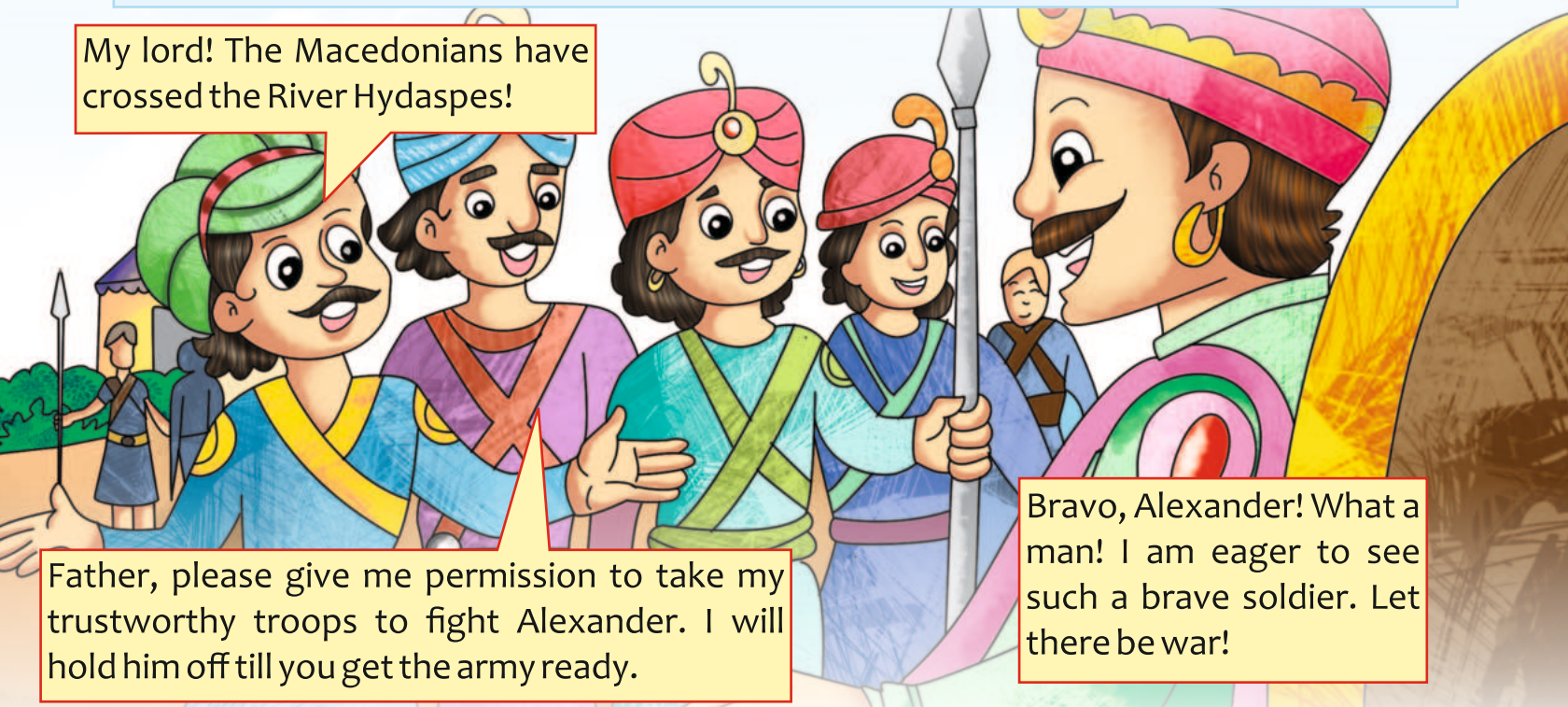
1. Why was Porus so sure about the river?
2. How did Alexander able to reach in Porus's kingdom?

The soldiers started their work. Rafts were mode from tents. Thirty galleys and boats were made to cross the river.

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Soon, Alexander's army manage to reach Porus' land on the side of the river. They had been successful in the perilous river!

Porus' men saw Alexander's army, and grew afraid. They rushed to inform king Porus in his camp.



Porus agreed to the prince's plan. The prince left with a small army. He soon came to face Alexander, but was defeated and killed.

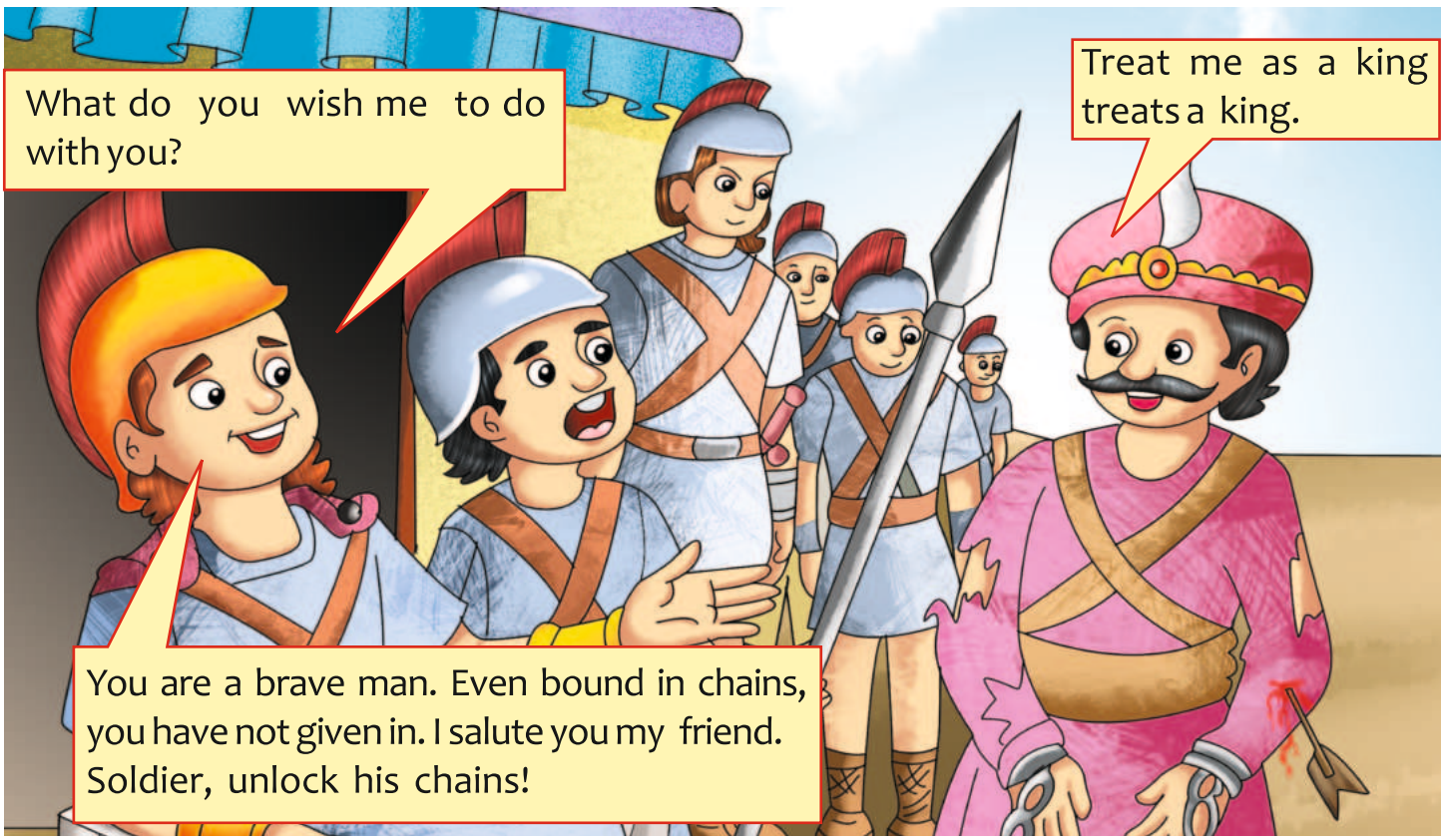
Porus' preparations were complete. War elephants stood looking majestic at the very front, followed by the infantry. The soldier stood on both sides, with chariots in the middle. Porus was astride his elephant in the centre, just behind the cover. The great battle between Alexander and Porus took place.

Both the kings suffered great losses. Thousands of troops, and many horses and elephants were killed. Both the sons of Porus died. He was also defeated in the end.



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King Porus, a magnificent personality, was captured and brought to Alexander's camp. Alexander looked at him with admiration. Porus was wounded and defeated, yet he stood with his head held high.



Impressed by Porus' attitude, Alexander let him restore his sovereignty over his subjects. Alexander even him additional territories that he had conquered.

Know More

Alexander almost captured the world without any defeat. That is why, he was known as Alexander, the great.

Teacher's Note

Teach them that how being courageous will help them attain their goals.

My Diction

Conquer - defeat **Compaign** - military operation **Ally** - combine **Surrender** - give up **Strategies** - planning **Mighty** - big **Underestimate** - underrate **Vigil** - watch **Stationed** - put on duty **Perilous** - dangerous **Sovereignty** - supremacy

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Reading Comprehension



Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. How did Alexander treat king Pours after he was captured and brought to his camp?
2. Describe the army of king Porus.
3. What, according to king Porus, was their greatest defence? Why did he think so?
4. Who was Alexander? Why did he attack the kingdom of Porus?
5. What preparation did the soldiers of Alexander make to cross the river?

B. Number the events as they took place in the story.

1. King Alexander saluted king Porus for his defeated.
2. King Alexander asked king Porus to surrender but king Porus refused to do so.
3. King Alexander persuaded the king of Ambhi to become his ally.
4. Alexander's troops crossed River Hydaspes after a lot of efforts.
5. King Porus was brought to king Alexander's camp.
6. King Alexander's troops spilt into groups and began searching for a way to cross the river.
7. A fierce battle took place.
8. King Porus sons died and king Porus was defeated.
9. King Alexander restored the sovereignty of king Porus over his subjects.
10. King Alexander saluted king Porus for his bravery.

C. Tick (✓) the correct option.

MCQ

1. The Macedonian soldiers had never seen trained.
   a) war horses
   b) war elephants
   c) warriors
   d) war oxen

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2. Alexander, the Great was the king of
   a) Serbia
   b) Bulgaria
   c) Macedonia
   d) Albania
3. King Alexander set up a camp
   a) at the base of Hydaspes
   b) on the west side of Hydaspes
   c) on the east side of Hydaspes
   d) on the south of Hydaspes
4. Which river had to be crossed by Alexander to conquer the kingdom of Porus?
   a) Ganga
   b) Hugli
   c) Hydaspes
   d) Sutluj

Writing Skills

Critical Thinking

1. Write to describe the character of Alexander.
2. What does the phrase "as a king treats a king" mean?

Grammar Skills

(Structure and Usage)

Idioms

An idiom is a set of words that expresses a meaning different from the meaning of the words in the expression.

Examples:



1. Raining cats and dogs: Raining very heavily.



2. The world is your oyster: Achieve anything you wish in life.

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Proverbs

A proverb is a popular, wise saying.

Examples: a) 'A day of sorrow is longer than a month of joy.' This that time goes by very quickly when you are happy but very slowly when you are sad.

b) 'A drop of ink may make a million think.' This means that a thought expressed in writing can have an effect on a million people.

A. Join the broken halves of these proverbs and match them to pictures.

1. A penny saved		a. catches the worm
2. An apple a day		d. is a penny earned.
3. Rome was		c. keeps the doctor away.
4. There's no place		b. not built in a day
5. The early bird		e. like home.

B. Find the correct meaning of the idiom underlined in each sentence. The meanings have been given in the box.

it is your turn now	without the slightest delay	very rarely
come straight to the point	feeling sad about something that has happened	

1. You should have studied hard for the examination. Now there is no use crying over spilt milk.
2. Rohan is always ready to argue at the drop of a hat.
3. Mother lets me watch my TV programmes once in a blue moon.
4. I have done my work. Now the ball is in your court.
5. Come straight to the topic. Do not beat about the bush.

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A transitive verb is a verb that requires an object to make complete sense of a sentence.

Example: The girl **hit** the ball.

In this sentence, the verbs 'hit' needs an object, 'ball' to make complete sense. Hence 'hit' is a transitive verb.

Intransitive verbs are verbs which do not require an object to make complete sense of a sentence.

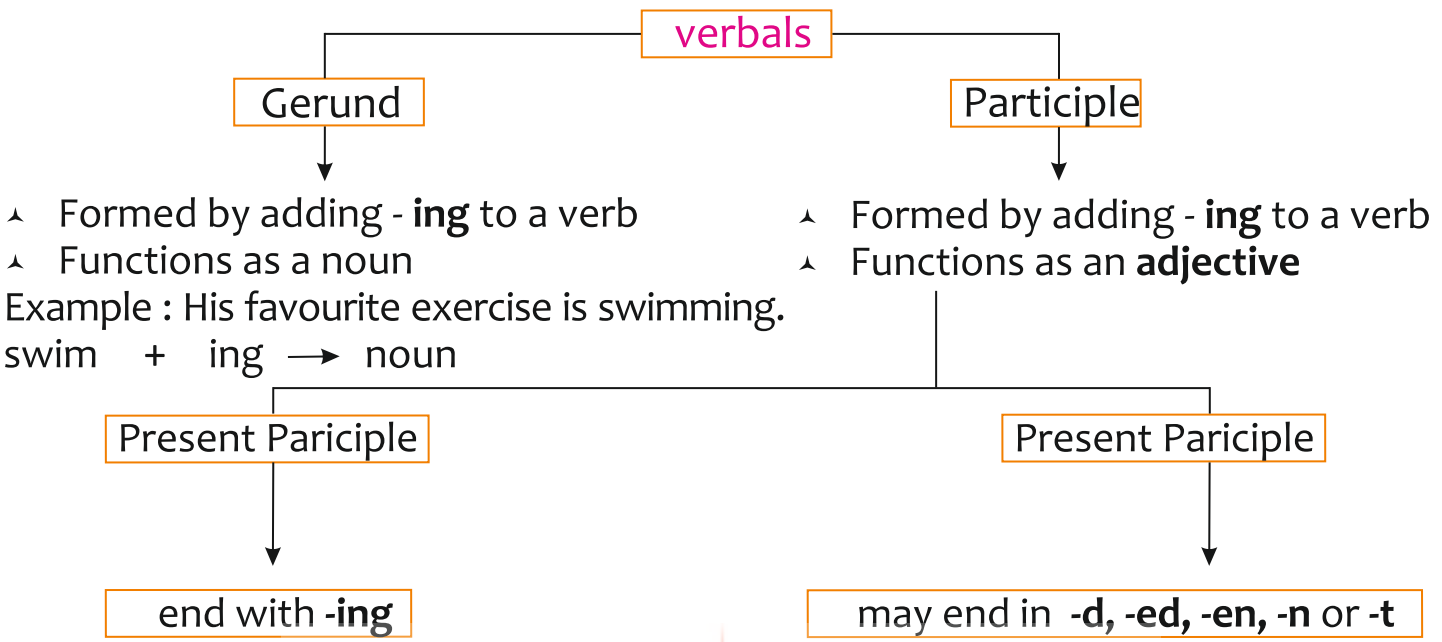
Example: The horse ran fast.

In this sentence, the verbs 'ran' needs an object, to make complete sense of the sentence.

Hence, 'ran' is an intransitive verb.

Participles and gerunds

Sometimes verbs function as different of speech. Such verbs are called 'verbals' Gerunds and participle are types of verbals.



C. Underline the verbs. State whether they are transitive (T) or intransitive (IT).

1. Heat expands all metals.
2. All metals expand on heating.
3. The driver stopped the lorry
4. The lorry stopped abruptly.
5. You must speak the truth.
6. You must speak slowly.
7. The woodcutter felled a huge tree.
8. The ship sank suddenly.

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Example: The book is **interesting.**

interest + ing

↓

verb

'**interesting**' qualifies the noun 'book'.

Example: The lost watch was soon found by the old man.

lose + t

↓

verb

'lost' qualifies the noun 'watch'.

D. State whether the underlined words in the following sentences are participles or gerunds.

1. kids enjoy <u>dancing</u>.
2. <u>Barking</u> dogs seldom bite.
3. <u>Swimming</u> is a good exercise
4. I always find <u>reading</u> books.
5. The <u>sleeping</u> children looked very innocent.
6. The <u>buzzing</u> bees frightened the children away.



Activity Zone

Creativity

Depict a scene from the chapter in a small drama in the class. Also tell the reason of choosing that scene only.

Values and Life Skills

Never give up easily. Always keep trying till the end. Discuss the qualities of Alexander the great that you want to follow.

Collaboration Skills

Form your group and do the activity given below. A dialogue is a conversation between two or more persons.

I. Frame dialogues between a teacher and a student using the information given about Alexander. Take help from the story also.

You can begin like this.

Student: Teacher, who was Alexander?

Teacher: He was the king of Macedonia and a great conqueror. He never lost a battle.

Student: When did he become a king, Madam?

Teacher: .....

Alexander, a king at the age of 20—Aristotle his tutor—founded 70 cities—died in Babylon at the age of 32—a city named after his horse— Bucephala

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Rip Van Winkle

Before Reading

Answer the following questions.

1. "Do not trust stranger!" Define the reasons.
2. Why should we need to be aware?

Let's Touch On

This is a fictional story which is based on an incident where a man, Rip Van Winkle helped a stranger but in return he got cheated and he was kidnapped. When he returns to his village after years, nobody could recognize him. Come and let's study Rip Van Winkle's story.

Discuss the following questions in the class

1. "Sometimes helping others can cost a lot to us".
2. How should we react when someone ask for help?

Long ago, At the foot of the Catskill Mountains, there was a small village. in this village lived a man named Rip Van Winkle. He had a Wife and many children, and dog called Wolf.

He loved Wolf very much. Rip Van Winkle was a good and kind man, so he was very popular in the village.

All the children love him.

But Rip Van Winkle's wife was not happy with him.

This was because he spent the whole day whiling away his time. He did not look after his own farm. His wife scolded him, but he did not change his ways.

One fine day, he got so busy hunting squirrels that he climbed very high up the mountain. He did not even realize that he had reached one of the highest peaks.

He was about to go down, but something made him stop. It was a voice that called, "Rip Van Winkle!



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Rip Van Winkle!" He looked around and saw a man walking slowly up the rocks, not far from where he stood. As the man came closer, Rip Van Winkle noticed that the man was rather strange. He was short and he had a long grey beard.

His clothes seemed to the olden days. He held a heavy barrel on his shoulder.

The man asked Rip Van Winkle if he could help him carry the barrel. Rip Van Winkle was always ready to help others, so he agreed.

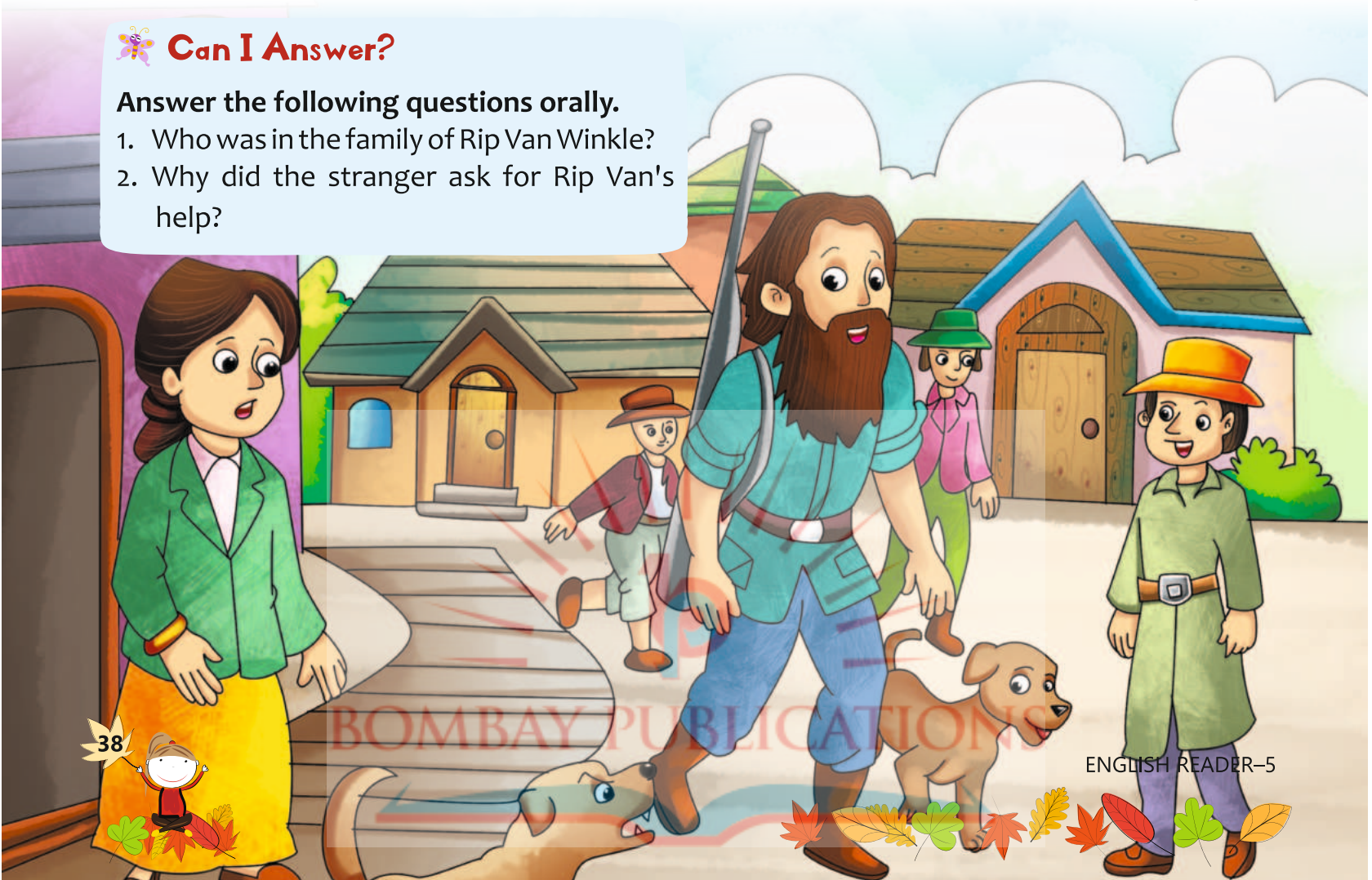
The strange man led him higher and higher up the mountain paths. After a very long walk, the man stopped at a clearing. Rip Van Winkle was surprised by what he saw there. A group of strange men were playing a game. All of them had beards and their faces were very unusual. They look serious, even though they were playing a game. Rip Van Winkle could not understand the mysterious silence.

The man, who had brought Rip Van Winkle there, opened the barrel, inside it was a drink, which he poured into large cups. He asked Rip Van Winkle to pass the cups around soon, Rip Van Winkle's fear began to subside. He started to feel curious and wanted to try the drink. When the man was not looking, Rip

Can I Answer?

Answer the following questions orally.

1. Who was in the family of Rip Van Winkle?
2. Why did the stranger ask for Rip Van's help?



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Van Winkle secretly took a sip. The drink tasted very good indeed! So he had another sip. Then another and another, till he stared to feel dizzy. He then soon fell into a deep sleep.

When Rip Van Winkle awoke, he found himself in the grassy spot where he had first met the strange man. His dog, Wolf was missing and his gun seemed rusty. He slowly remembered what had happened last night. He then started moving towards his village.

When Rip Van Winkle entered the village, he passed by some villagers whom he did not know. The villagers also seemed to find Rip Van Winkle strange.

They stared at him in surprise. Without thinking, Rip Van Winkle did the same. And then he got a shock—his beard had grown one foot long! The children ran after him, pointing at beard and making fun of him.

Rip Van Winkle was very upset and could not believe his eyes. The village had become much large. There were rows and rows of new houses, and he did not recognize any of the names in front of the houses.

When Rip Van Winkle reached his house, he found that it was in ruins. The windows were broken and the roof had fallen in called out for his wife and children, but there was no answer. Feeling sick with worry, he hurried to the village inn to ask his friends what had happened.

A large building stood in the place of the pretty little inn. Many people had gathered outside the building and were talking loudly. One man asked Rip Van Winkle what he was doing there and who he wanted to see. Rip Van Winkle said he wanted to see some of the friends he used to meet at the inn. They asked him to name his friends. He stared to name them.

As Rip Van Winkle named one of his friends, he was told that the friend had died eighteen years ago. Rip Van Winkle lost the courage to ask about his other friends. "Who are you?" asked one of the men.

"Everything has changed. I don't know Who I am!" said Rip Van Winkle

Just that, a woman carrying a child, passed through the crowd to take a look at the grey-bearded man. The child got frightened of Rip Van Winkle's looks and his grey beard. He began to cry.

Rip Van Winkle was startled when he heard the baby's mother say, "Hush,

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Rip!" He looked at her. The woman's face and voice were familiar. He asked her to tell him her name and that of her father was none other than Rip Van Winkle himself! The woman said that her father had gone away twenty years ago and had never returned.

Rip Van Winkle rushed to the woman and put his arms around her. "I am your father," he said. "Rip Van Winkle!" Everybody was amazed and stared at him with their mouths open.

Rip Van Winkle told his tale, but nobody believed him. Just then, one of the oldest men in the village came walking down the road. He recognised Rip Van Winkle instantly. On hearing that the Catskill Mountains were known to be haunted by strange beings who did strange things. This explained what had happened to Rip Van Winkle and nobody had any doubts about him anymore.



Know More

Washington Irving had never visited the Catskill Mountains before he wrote the story "Rip Van Winkle."

Teacher's Note

Ask students to write ten lines defining characteristics of Rip Van.

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My Diction

mysterious - strange
dizzy - weak
rusty - oxidised
inn - guest house
stared - glare
poured - to put in

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What happened one fine fine day when Rip Van Winkle got busy in hunting squirrels?
2. What were the changes Rip Van Winkle noticed when he returned to his village after years?
3. What did Rip Van Winkle's wife think about him?
4. What happened to Rip Van Winkle's after he had the drink?
5. What could Rip Van Winkle's daughter not recognise him?

B. Tick (✓) the correct option.

MCQ

1. All the strange men playing a game
   a) had beards and looked serious.
   b) were clean-shaven and looked serious.
   c) were clean-shaven and looked happy.
   d) had beards and looked happy.
2. Rip Van Winkle awoke the strange man by carrying his
   a) baggage
   b) gun
   c) stick
   d) barrel
3. Rip Van Winkle had
   a) many children
   b) one child
   c) no child
   d) two children

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4. Rip Van Winkle's beard had grown

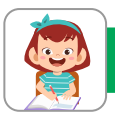
a) two feet long. b) ten inches long.

c) one feet long. d) half a foot long.

5. When Rip Van Winkle awoke, he found himself

a) in his house. b) in a grassy spot.

c) by the side of a road. d) on barren land.



Writing Skills

Critical Thinking

Complete the table Riv Van Winkle's life in the span of twenty years.

	Before twenty years	Present
Village		
His wife		
His children		
Inn		
His appearance		



Grammar Skills

(Structure and Usage)

Prefixes:- im and -in

When you add the prefix -**im** or -**in** to the beginning of a word, it often makes the word opposite in its meaning.

Examples: ✦ in + visible ⟶ invisible ✦ im + patient ⟶ impatient

A. Write opposites of these words by adding -im or -in.

1. mature — _____ 2. active — _____
3. prefect — _____ 4. capable — _____
5. correct — _____ 6. possible — _____
7. patient — _____ 8. polite — _____
9. valid — _____ 10. vincible — _____

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A hyperbola is a figure of speech which makes use of exaggeration in order to but forth an idea very forcefully. Hyperbole expressions can be used both in poetry and prose.

Examples: 1. Her luggage weighed a million tons. (This is just a forceful way of saying that her luggage was very heavy indeed!)

2. The teacher corrected the student a thousand time. (This means that the teacher corrected the student many, many times.)

B. Fill in the blanks with appropriate hyperbolic expressions from the box.

... the wind can her away ...a thousand computer ...feed an entire army ...a thousand packets of chips ...melt under the sun

1. It is really very hot. I feel that I am going to _____,
2. Her mind works as fast as _____,
3. I am feeling so hungry that I can eat _____,
4. She is so thin that _____,
5. There's enough food in the fridge to _____,

C. Underline the adjective in the given sentences and state their kind. Circle the nouns which the adjectives qualify.

1. Many people enjoyed the journey by air.
2. This rose has twelve petals.
3. She is an intelligent girl.
4. There are a few boys sitting in the classroom.

Kinds of adjectives

An **adjectives** is a part of speech that qualifies a noun or pronoun in a sentence. There are four main kinds of adjective**.**

1. Adjectives of **quality**: This describes the quality if a noun or pronoun that it refers to.

   Example: Tim is a **tall** boy.

2. Adjectives of **number** or **quantity**: Such adjectives directly answer the question 'how many' or 'how much' respectively.

   Example: There are **twenty** students in this class. (Adjectives of number)

   There are **many** flowers in this garden. (Adjectives to quantity)

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3. **Possessive** adjectives : shows possession and is placed before a noun in a sentence.

   Example: This is **my** book.

4. **Demonstrative** adjectives: This adjective points out to the noun in a sentence and is always placed before it.

   Example: I want **this** shirt.

D. Fill in the blanks using the correct degree of the adjective given in the brackets.

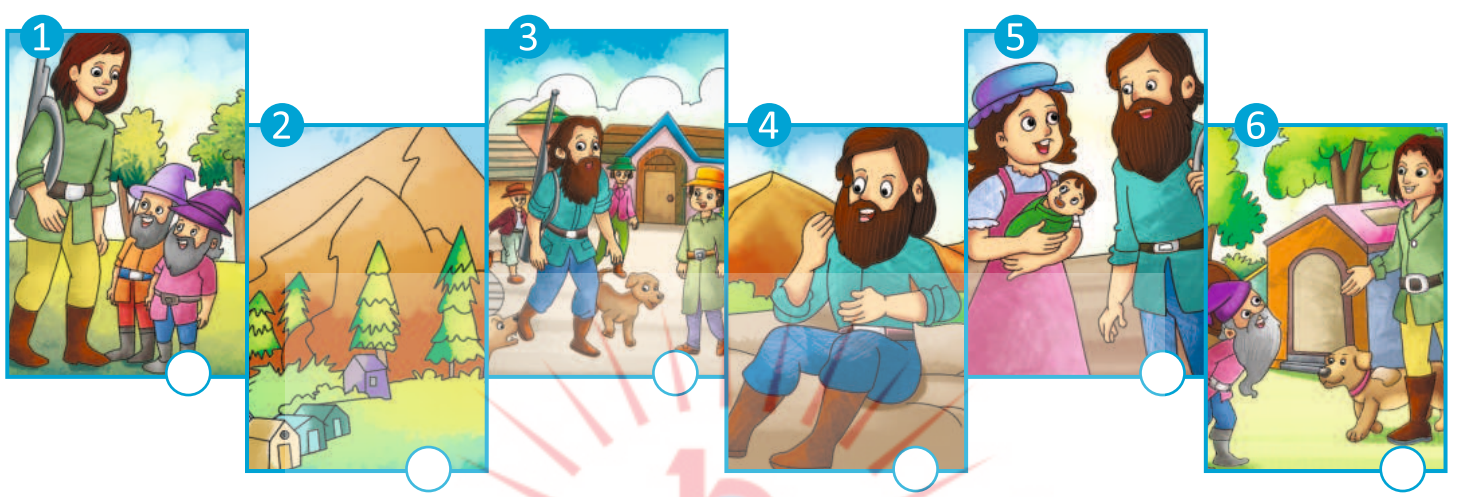
1. My doll is the _____. (pretty)
2. The sun is _____ (bright) today as compared to yesterday.
3. A giraffe is _____ (tall) than an elephant.
4. Winter is the _____ (cold) season of the year.
5. Radha is _____ (thin) girl in the group.



Activity Zone

Creativity

Study the pictures carefully. Number them in proper sequence of the story.



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Values and Life Skills

We always teach our kids to be kind and help others but, is it right to help strangers? Should we accept food or drinks offered by strangers? Give reasons.

Collaboration Skills

Rip Van Winkle meets his daughter after twenty years. Work in pairs. One of you should act as Rip Van Winkle and the other one as his daughter. Build up a conversation which you think that two will have on this occasion.

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Fun Activity 1



Self Awareness Journal Prompts

A. Children now-a-days always be in hurry. They go to school, tuition, activity classes etc. In this busy schedule, they forget to find self-time. Write answers to the given questions to know your inner self.

1. How do you feel today?

_____

_____

2. What do you love to do?

_____

_____

3. When was a time you succeeded at something?

_____

_____

B. Complete the following table to acknowledge yourself better and deeply.

Positive Qualities	Biggest Strengths	Future Hopes

Teacher's Note

Suggest students to maintain a dairy on daily basis.

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6 Biography- Neeraj Chopra

Before Reading

Answer the following questions.

1. Have you ever been in stadium?
2. Do you love any sport?

Let's Touch On

In this chapter, we will read about Neeraj chopra who recently added his name in the history of India and also made India proud. We will read about his journey and about his success.

Discuss the following questions in the class

1. How Javelin is played?
2. How Neeraj Chopra is a pride of our nation?



An Indian Javelin thrower, Neeraj Chopra, who is the first track and field athlete to win an Olympic Gold medal for India in the Tokyo 2020 Olympics. He was born on 24th December 1997 at Khandra Village, Panipat, Haryana. His father's name is Satish Kumar who is a farmer and mother's name is Saroj devi who is a housewife. He completed his early education from Haryana, but later on, he graduated from Dayanand Anglo-Vedic College in Chandigarh and as of 2021, is pursuing a Bachelor of Arts from Lovely Professional University in Jalandhar, Punjab.

In his childhood, Neeraj was overweight. After local children teased him about his childhood obesity, his father took him to Shivaji stadium in Panipat to lose weight. During that time he got acquainted with Javelin. Neeraj was attracted to this game just after seeing Jaiveer Chaudhary who has represented Haryana in Javelin Athlete. Neeraj also started practicing throwing Javelin along with his studies. Observing Neeraj's ability to achieve a 40-metre throw without training and impressed by his drive, Jaiveer

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Choudhary became his first coach. Neeraj learned the basics of the sport from Jaiveer Choudhary and a few more experienced athletes who had trained under a javelin coach in Jalandhar.



By the end of 2012, Neeraj Chopra became the U-16 National Champion. In 2014, he won the first-ever international medal (silver) in the Youth Olympics Qualification in Bangkok. In 2015, he received his first medal in a national senior championship during the Inter-State event in Chennai with a throw of 77.33 metres. A few months later, he won gold in the National Open Championships in Kolkata. The year 2016 was a breakthrough for Neeraj Chopra as he bagged a gold medal at the South Asian Games in Guwahati with a throw of 82.23m. He further improved his skills under the guidance of Uwe Hohn, Gary Calvert, and Werner Daniels. Impressed with his performance at several national and international tournaments, the Indian Army decided to make him a Junior Commission Officer in 2017. He was offered a direct appointment as a Junior Commissioned Officer in the Rajputana Rifles with the rank of 'Naib Subedar'.

Can I Answer?

Answer the following questions orally.

1. How did Neeraj reach the stadium?
2. How did Neeraj become an officer when he was a player?

In 2018, he won the gold medal in Commonwealth Games with a season-best effort of 86.47 metres and threw his personal best of 87.43m at the Diamond League in Doha in the same year. On August 27, Neeraj clinched gold at the Asian Games with a throw of 88.06 metres. But due to an elbow injury, the athlete was out of action for eight months in 2019.

He saw many up-downs while building up his career but he always set his vision on his goal. On August 7, 2021, Neeraj Chopra emerged as India's first

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track-and-field Olympic gold-medallist. He gave his best throw of 87.58m in his second attempt to clinch the gold medal for India at Tokyo Olympic Games. He is now the second Indian after Abhinav Bindra to win a gold medal in individual events. He was also nominated for the Rajiv Gandhi Khel Ratna Award that is Major Dhyanchand Khel Ratna Award now. He also won the Arjuna Award in 2018. As per this year's current ranking, he is ranked 4th in Javelin Throw.



On July 23, 2022 he etched his name in another chapter of history by becoming the first male track and field athlete and only the second Indian to win a medal in the world championships.

The National record holder clinched sliver medal in the Javelin throw final at world Athletics Championships in Eugene, Oregon producing a best throw of 88.13m to finish second.

Neeraj Chopra who has worked so hard and attained a gold medal for India shows their dedication and love towards the country.

Know More

He is the youngest ever Indian Gold Medalist in an individual event and the only one to win Gold in his Olympic debut.

Teacher's Note

Teach students the importance of sports and tell them to choose anything in which they are interested and want to achieve in their lives.

My Diction

teased - make fun of
clinched - settle
obesity - fatness
bagged - catch
acquainted - familiarize
etched - engraving on metal

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Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. Who is Neeraj Chopra?
2. Where did Neeraj Chopra born and when?
3. How did Neeraj Chopra start playing Javelin?
4. How did Neeraj become "Naib Subedar"?
5. Write the awards Neeraj Chopra has won.

B. Fill in the blanks:

1. _____, Neeraj Chopra, who is the first track and field athlete to win an _____ for India in the Tokyo 2020 Olympics.
2. His father's name is _____ who is a _____ and mother's name is _____ who is a _____.
3. Neeraj was attracted to Javelin game just after seeing _____ who has represented _____ in Javelin Athlete.
4. In 2014, he won the first-ever international medal (silver) in the _____ in Bangkok.
5. In 2018, he won the gold medal in Commonwealth Games with a season-best effort of _____ metres.
6. On _____, Neeraj Chopra emerged as India's first track-and-field Olympic gold-medalist.
7. On July 23, 2022 he won sliver medel in the World Championships in _____ Oregon.

C. Write (T) for True and (F) for False:

1. Neeraj Chopra was born in a very rich family.
2. Neeraj Chopra is the youngest ever Indian Gold

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Medalist in an individual event and the only one to have won Gold in his Olympic debut.

3. Neeraj was attracted to this game just after seeing Jaiveer Chaudhary who has represented Haryana in Javelin Athlete.
4. He won the sliver medal in World Championship in Eugene, Orgeon.
5. Neeraj i the first Indian to win a gold medal in individual events.

D. Tick (✓) the correct answer. MCQ

1. Neeraj Chopra is an Indian _____.
   a) cricketer
   b) javelin thrower
   c) hockey player
2. Neeraj Chopra was born on 24th December 1997 at _____.
   a) Haryana b) Uttar pradesh c) Rajasthan
3. Observing Neeraj's ability to achieve a _____ throw without training and impressed by his drive, Jaiveer Choudhary became his first coach.
   a) 50 meter b) 30 meter c) 40 meter
4. He also won the Arjuna Award in _____.
   a) 2016 b) 2017 c) 2018
5. As per this year's current ranking, he is ranked _____ in Javelin Throw.
   a) 4th b) 3rd c) 1st



Writing Skills

Critical Thinking

Write a biography of Neeraj Chopra in 100 words.

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Grammar Skills

(Structure and Usage)

There are five types of sentences: Assertive or declarative, Negative, Interrogative, Imperative and Exclamatory.

A. The declarative or assertive sentence merely makes a statement. It ends with full stop (.).

Example:

- The Earth revolves round the Sun.
- Delhi is the Capital of India.

B. The interrogative sentence asks a question. It ends with question mark (?).

Example:

- Does he study in the morning?
- Which is his book?

C. The negative sentence expresses a negative statement, using not or never.

Example:

- He does not study in the morning.
- I never eat avocados.

D. The imperative sentence expresses a command, order or request.

Example:

- Bring a cup of tea.
- Can you please pass this book?

E. The exclamatory sentence expresses a sudden emotion. It ends with an

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exclamation mark (!).

Example:

- What an idea!
- How cold the night is!

1. **Look at the following sentences. Write 'A' for assertive, 'I' for Interrogative, 'E' for exclamatory and 'Im' for Imperative.**

1. Today is Babita's birthday. _____
2. Babita is eating a cake. _____
3. These flowers are colourful. _____
4. Why were you late to work? _____
5. Please sit down. _____

2. **Change the exclamatory sentences into assertive sentences. The first one has been done for you.**

1. How wisely he planned! He planned very wisely.
2. How lovely her face is! _____
3. What a certain matter it is! _____



Activity Zone

Creativity

Paste your favorite sports person's picture and write why you adore him/her the most.

Values and Life Skills

From this biography, we get to know that hard work leads us to the better life and help us to achieve our goals, so never tired of hard work. So share your thoughts with the class why hard work is important?

Collaboration Skills

Divide class in two parts and play any game by selecting two captains for each team. This will help them to learn the ability of leadership and build the interest of playing sport.

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Television- Why and Why Not?

Before Reading

Answer the following questions.

1. How did people enjoy their lives without television in ancient time?
2. How does a television affect our lives?

Let's Touch On

In this chapter, we will read about 'Television', one of the great inventions for human being. We will learn here the positive and negative impacts of television .

Discuss the following questions in the class

1. Why do we need to entertain ourselves?
2. What is positive entertainment?

Weird Baird!

- One day, Baird connected his house to four of his friends' houses with electric wires.
  Unfortunately, one of the wires hung down too low. it made the diver of a coach crash his vehicle against a tree.
- Later, Baird built a glider and took it onto the roof of his house. He got into it. A friend had to push it to make it fly. The glider did not fly. It crashed down onto the ground! Luckily, Baird was not hurt. He never liked flying after this!



- Once, Baird tried to make diamonds with electricity.
  He didn't succeed but he did blow up the electricity system of the whole town. There was no electricity in any house that day.
  Do you know who this person was? His full name was **John Logie Baird**, and he invented the television in 1925.

Here is the transcript of a discussion aired on VB Television Network. The topic of the discussion is—Television—Why and Why Not?

VB: Good evening, viewers. Welcome to the VB Television Network. We have our experts on the show. Professor Ghosh from UNICEF and Dr. Nair, the

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famous paediatrician. We also have among us, a group of children from different parts of the country.

When John Logie Baird inventied the television, he did not know that his invention would create such a huge impact on the lives of billions of people around the world!

The first question we want the panel to address is quite relevant for children and parents, and that is: 'Is watching television harmful for children?'

Dr. Nair: Interesting questing. Let's first listen to what the children have to say about this. Anyone from the audience?

Ria: (Raises her hand) Yes, sir.

Dr Nair: What is your opinion?

Ria: Television, in my opinion, is useful. it helps us with our school work. There are lots of educational programmes telecast on TV. It helps us to relax. After a hard lots day at school and after doing our homework, we all need to relax for a while! Another reason why I think television is good, is that it offers to choice. We can always find something of our interest to watch.



VB: You mean, watching television is good for everyone?

Ankit: (Raises his hand) No sir, I do not completely agree with that. I think television is not good for us. It makes us lazy. However, I do believe that

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television is good if we think about what we watch, choose the programmes sensibly and don't sit in front of it for too many hours.

Prof. Ghosh: Very well said... but also consider this the most harmful aspect of television is that children have less time for interacting with parents or even friends. They have stopped playing outdoors. Their physical activities have reduced to a minimum. TV viewing puts a, great strain on the eyes. It is also not good for a child's mental development.

VB: Do you mean to say that television has only negative effects?



Dr Nair: No, not at all! Television has become an important part of our lives. We depend on TV for news and entertainment. We enjoy watching sports on TV. There are many educational programmes shown on TV that make children more aware of the world around them. But children do not usually watch these programmes.

VB: What kind of programmes should children watch? Are cartoons a good choice?

Prof. Ghosh: Some of the cartoon programmes are educative and instructive whereas some are based on fantasies. Sometimes very young children get influenced by supernatural things shown in a fantasy-based programmes. So, this is the downside of watching such programmes. This apart, the advertisements of junk food shown on TV. only promote unhealthy eating habits. Too much of television viewing is responsible for excessive weight gain amongst children.

Dr Nair: Children should follow some tips to reduce the ill-effects of watching TV. For example, they should watch television for a short duration. Also, it is important to keep a distance a of about three and a half metres from the television screen while watching TV. It

Can I Answer?

Answer the following questions orally.

1. Why did children stop playing outdoor games?
2. What is the negative impact of television?

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is advisable to watch television with the lights on. The worst effect on the eyes occurs when television is viewed for long periods of time from a very close distance, and with without adequate lighting.

VB: If watching TV is so harmful for kids, is it justified for parents to watch so much TV themselves?

Prof. Ghosh: Parents do need to set a good example for children. Parents can watch selected programmes along with their children.

Rehan: How can we children discipline ourselves, as far as TV viewing is concerned?



Dr Nair: Good question! You can follow a disciplined routine so far as TV viewing is concerned. You can also allot a particular time for viewing TV. Do not watch TV while having meals or dinner. TV may upset your sleeping schedule. Record, in a diary, the amount if time you spend watching television. If it is more than 40 to 60 minutes a day, you need to check yourself. Develop other interests like reading books or playing any sport you like.

VB: Is it true to say that TV programmes promote violence?

Prof. Ghosh: Yes, of course! Children are influenced by the violence they watch in television. This may make them irritable and aggressive. It can also lead to negative behaviour in children.

VB: Well, that indeed was a very fruitful interaction! Thank you Dr. Nair, Prof. Ghosh, and all the children for participating in this interesting discussion.

A final word for you all. TV is here to stay. You can't really stop watching TV. But... but you know what I want to say! Learn to make the best out of it.

Watch the programmes that are not only entertaining but also tell you something new, that make you learn something. And remember watching TV for a short time each day is fine, but too much of TV viewing can be bad. Do not become a TV addict.

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Know More

Television can be informative for children. However, at the same time, children can access inappropriate content on television also, which can have an adverse effect on them.

Teacher's Note

Tell students to watch T.V. in limited way and do not be addictive.

My Diction

transcript - copy
pardiatrician - doctor who treats babies
relevant - useful
strain - tensed
instructive - informative
fantasies - imagination
schedule - time-table
violence - brutality
irritable - touchy
aggressive - ready to fight or argue
addict - abuser

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What effect does violence shown on TV have on the children watching such programmes?
2. What did Ria feel about viewing television?
3. Dr. Nair gave three rules that children should follow while viewing TV. What are these rules?
4. Mention three harmful effects of viewing television as stated by Prof. Ghosh.
5. What, according to Dr. Nair, were the benefits of viewing TV.?

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B. Tick (✓) the correct option. MCQ

1. Children should not watch television for more than
   a) 40 to 60 minutes a day ☐ b) 10 to 20 minutes a day ☐
   c) 20 to 30 minutes a day ☐ d) 60 to 90 minutes a day ☐
2. Television was invented by
   a) Marconi ☐ b) John Logie Baird ☐
   c) Faraday ☐ d) James Watt ☐
3. children should watch TV programmes that are
   a) entertaining ☐ b) educative ☐
   c) entertaining and educative ☐ d) visually appealing ☐
4. Excessive TV viewing leads to
   a) intellectual growth ☐ b) excessive weight gain ☐
   c) increase in knowledge ☐ d) healthy eating habits ☐

Writing Skills

Critical Thinking

The TV programmes are shown in the pictures. Write a paragraph about one of them in about 200 words.







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Grammar Skills

(Structure and Usage)

New Words

A. Make new words from the following root words.

Examples : Science—Scientist

1. Difficult _____
2. Expense _____
3. Addict _____
4. Danger _____
5. Harm _____

B. Choose words from the new words formed in the following exercise to fill in the blanks.

- Parents are becoming worried about their children's _____ (1) to video games.
- Many scientists believe that video game are _____ (2) for the mind if played for many hours a day.
- Parents think that playing video games for too long can be _____ (3) for their health.
- Another _____ (5) for the parents is that the games themselves are often very _____ (4)

Pronunciation: 'Ch' Words

The letters 'Ch' produce three different sounds in English. Listen to the following three sets of words and notice how 'Ch' is pronounce differently.

Examples: 1. Christmas, school, technical 2. teach, cheap, rich

3. chef, machine

C. Cross out the word that does not have the same pronunciation.

1.	headache	search	mechanic
2.	chemical	chapter	much
3.	chauffer	scheme	chef
4.	chrome	match	brunch

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Determiners

A determiners is a part of speech that is something specific or particular about the in a sentence.

Different kinds of determiners. are:

Articles	Demonstratives	Possessives	Quantifiles
a, an, the	this, that, these, those	my, your, his, her, its, your, their	some, any, few, little, more, much, many, each, etc.



Activity Zone

Creativity

Complete this list of aspects of watching television.

Hints: Concentrate, information, Health, obesity awareness, play, programmes, entertainment, weather, news

Negative aspects	Positive aspects
Children have less time to_____ and _____outdoors.	It provides _____ and _____.
They are not able to _____ Properly.	It gives _____ reports and _____.
it affects their _____ and causes _____	It increases _____ and _____ the world.
Some _____shown on TV have a negative effect in children.	

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Values and Life Skills

Habit of doing some thing is good, but addiction is not. How much time do you do spend watching TV? Maintain a record of your TV-viewing for one week and bring for discussion.

Collaboration Skills

Divide class in pairs and tell them to make a project where they share their experiences. Which programmes on television do you like the most? Why do you like them?



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8

Happy at Home

Before Reading

Answer the following questions.

1. Have you ever visited jungle?
2. Do you ever been far away from your home? If yes, write your experience.

Let's Touch On

It's a story of a boy who goes for jungle safari, but, due to some instances, he gets surrounded by some unusual experiences.

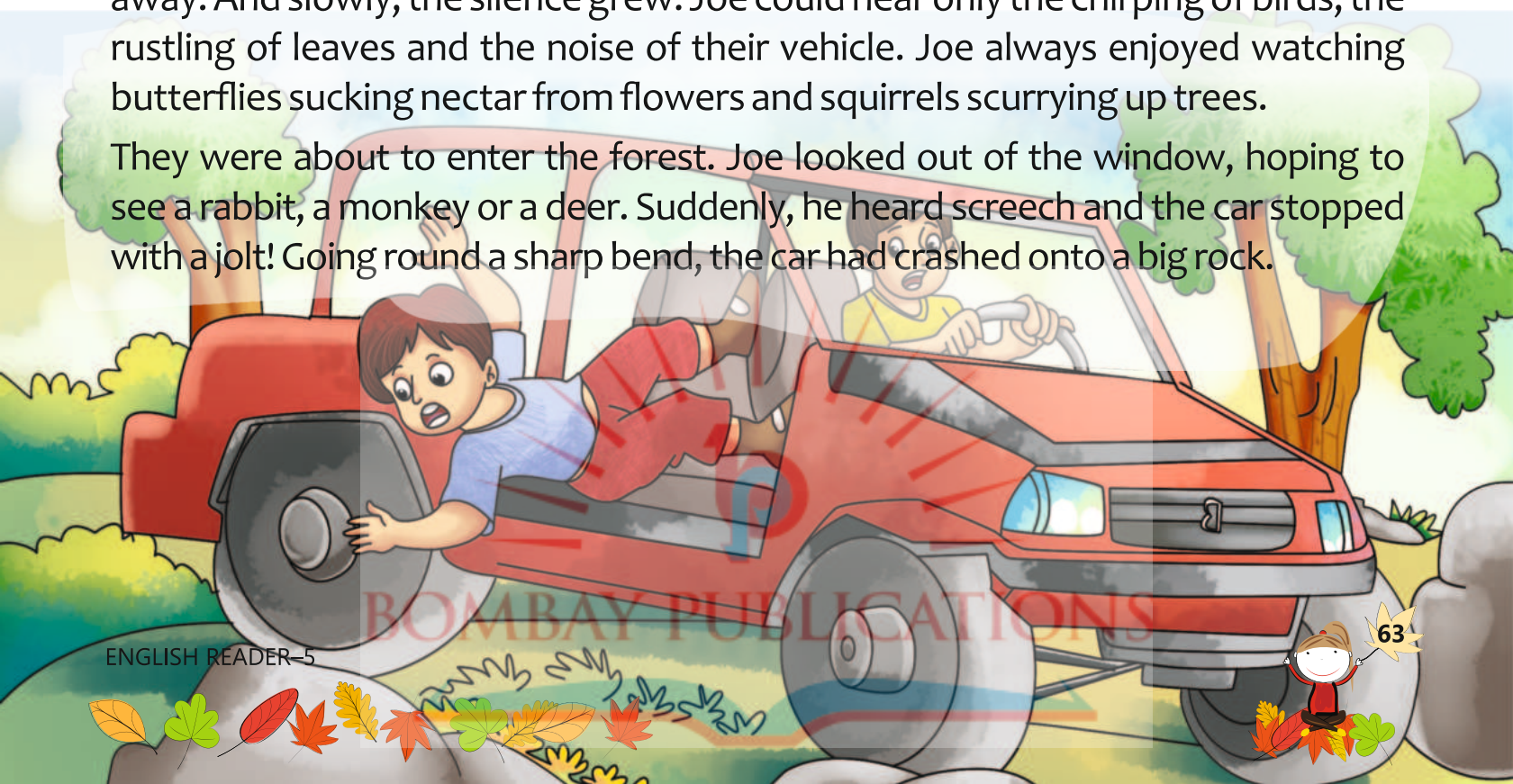
Discuss the following questions in the class

1. What is meant by 'jungle safari'?
2. Why do people go for jungle safari?

"Hurry up, Joe, " called Mother. "Wake up! Don't you have to go?" Joe jumped out of bed, rubbing his eye. He was very happy because he was going on a jungle safari with his father. He washed up and got ready quickly. Then he wore the special shoes that Dad had brought for him. They would protect him from snakes and insects in the jungle.

It was a bright Sunday morning. Joe packed his bags, and his father and he set out in their big car. As they drove, the hustle and bustle of the city started fading away. And slowly, the silence grew. Joe could hear only the chirping of birds, the rustling of leaves and the noise of their vehicle. Joe always enjoyed watching butterflies sucking nectar from flowers and squirrels scurrying up trees.

They were about to enter the forest. Joe looked out of the window, hoping to see a rabbit, a monkey or a deer. Suddenly, he heard screech and the car stopped with a jolt! Going round a sharp bend, the car had crashed onto a big rock.



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Joe, who was not wearing his seat belt, fell out of the vehicle. He went tumbling down, he had no, idea! And then he fainted.

After a few hours, when Joe regained consciousness, he was shocked to find himself all alone, lying on a rough patch of land covered with grassy weeds. He was too terrified to call out for his father. He could only see tall trees everywhere, and birds flying, longing to return to their homes quickly.

He passed his tongue over his lips. He was thirsty. It was dusk and it would be night soon. He could hear some distant sounds that seemed like the call of wolves. It was getting scary.

Joe got up slowly and stated limping up the slope. Suddenly, he gasped...! He had seen a shadow moving alongside. He turn around and, to his horror, saw a cub moving towards him. How badly he wished he could scream and call for his mother, but he seemed to have lost his voice. The little cub moved closer and gazed up at him. Joe loved cats. His pet cat Kitty, too loved him. But this was the baby of a big cat.

The cub moved closer and sniffed at Joe. It licked his legs. Then it ran a little and came back, as if inviting Joe to play with it. Joe was surprised. The cub looked playful, not threatening. Joe looked on it with interest as the

Can I Answer?

Answer the following questions orally.

1. Why did Joe compare his kitty to the cub?
2. What was the reason of Joe behind the attraction towards forest?

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cub ducked behind some bushes and came out carrying a lump of flesh in its mouth. The cub tore out a piece and started eating . He suddenly realised how hungry he was. But he couldn't eat this flesh; it smelt yucky.

Joe thought of the comfort of his home. He thought of the delicious meal of mutton and gravy in front of him and his mouth started watering. Well, he couldn't have uncooked flesh, but this cub could.

"Does it not hurt in the stomach—eating uncooked flesh?" thought Joe.

"Cubs can digest it, perhaps. Kitty too eats uncooked fish."

Slowly, the cub more amused. It had a tail with a small tuft of hair at the end. Joe thought of Kitty's tail was similar, but without the tuft of hair. The cub could run and jump swiftly on four legs, the way Kitty did. Neither had hands, so they could not hold something the way Joe could, but they had sharp claws which helped them climb trees. The cub seemed to have very sharp eyes, which Joe thought were to help the cub to see in the dark. It also needed to run very fast to protect itself because the lion and lioness were always away, even at night.

Joe wished to take the cub home. He decided to call the cub kittu and kitty could play together. What fun it would be! Joe longed to get back home.. It was steadily growing darker. Kittu seemed to be looking for some more food. Soon it was disappeared into the bushes. "I wonder where kittu's home is,"

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thought Joe. Joe knew that wild animals wandered in the jungle. They could not live in an enclosed space like some pet animals could. Kitty lived with him in his house. Sometime, on a cold a day, she even snuggled into Mother's bed.

Suddenly, Joe heard noises coming from up the hill. It seemed as if a group of people were flashing torches and speaking loudly. Then he heard his father calling, "Jooee, can you hear me?" Joe in his mouth to reply, but he burst into tears. He soon mustered up his courage and shouted, "Dad, I am here!" His father ran down the hill and took Joe in his arms. Joe cried with a sig of relief.

Joe returned home to find Mother and kitty waiting for him. He missed Kittu. But its home was!

Know More

The Amazon is the world's largest rainforest. It is home to more than 30 million people and one in ten known species on Earth.

Teacher's Note

Teach students the importance of animals and forest, and share some information about the both.

My Diction

scurrying - hurry
gasped - breath hard
flesh - raw meat
nectar - immortal food
sniffed - inhale
amused - entertain
conciousness - awareness
lump - chunk
snuggle - nestle

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. As Joe and his father drove towards the jungle, what could they hear in the deep silence?

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2. Why is the story titled "Happy at home"?
3. What did Joe think of when he realised that he was hungry?
4. Why did Joe wear the special shoes that Dad had got for him?
5. What did the little cub do when it saw hungry?
6. Why was Joe shocked when he regained consciousness? Why did he not call out for help?

B. The given story chart is set in the wrong order. Correct the order by numbering correctly.

- Joe want tumbling down a steep slope.
- Joe called out to his father
- Joe started for the jungle safari with his father.
- Joe felt hungry.
- Father found Joe.
- Suddenly the car stopped with his father.
- Joe wished to take the cub home.
- Joe saw a cub.
- Mother woke up Joe.
- Joe fainted.
- Joe regained consciousness after a few hours.
- The hustle and bustle of the city started fading away.

C. Fill in the blanks with appropriate words from the story.

father	hustle	slope	Kitty	rock	bustle	safari

1. Joe was happy because he was going on a jungle _____ with his _____.
2. As Joe and his father drove towards the jungle, the _____ and _____ of the city started fading away.
3. The car crashed into a big _____.
4. Joe want tumbling down a steep _____ when the car crashed.
5. The name of Joe's pet cat was _____.

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D. Tick (✓) the correct answer.

1. When Joe regained consciousness, it was
   a) morning ☐ b) night ☐
   c) dusk. ☐ d) afternoon ☐
2. When Joe started limping up the slope, he saw a
   a) bear. ☐ b) lion ☐
   c) cub ☐ d) monkey ☐
3. Joe packed his bags on a
   a) bright Sunday morning ☐ b) Dull Sunday morning ☐
   c) bright Monday morning ☐ d) Dull Morning ☐
4. When Joe and his father entered the forest, Joe looked out of the window hoping to see a
   a) rabbit, an elephant or a bear. ☐
   b) rabbit, a monkey or a deer. ☐
   c) rabbit, a monkey or an elephant. ☐
   d) hare, a monkey or an elephant. ☐
5. When Joe regained consciousness, he could only see
   a) short trees and flying birds ☐
   b) tall trees the blue sky. ☐
   c) the blue sky and flying birds. ☐
   d) tall trees and flying birds. ☐



Writing Skills

Critical Thinking

I. Read the following list of 'wh' questions.

There are some 'wh' words which are used for forming questions.

Example: Who (person), Where (place), Why (reason), When, (time), How (manner), What (object, idea or action) and Which (choice).

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Using the above 'Wh' question words, prepare a questionnaire to know about a topic or a person. Ask these questions from your classmates.

Example: Who was going on a jungle safari?
When did they go?
What happened in the jungle?



Grammar Skills

(Structure and Usage)

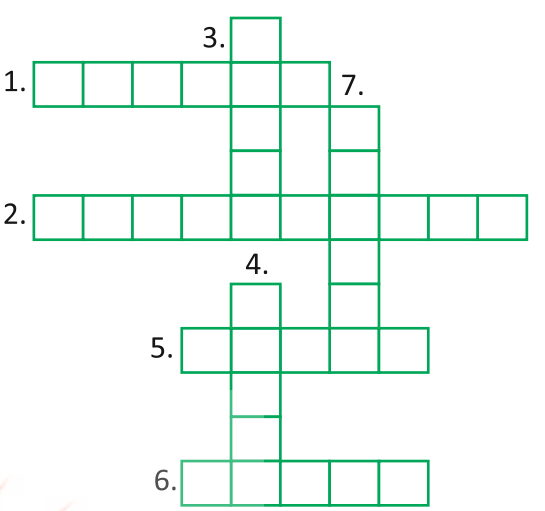
Synonyms and Antonyms

A. Tick (✓) the correct antonym for the underlined word in each sentence.

1. The kitchen looks very <u>dirty</u>. (messy, untidy, clean, empty)
2. She is wearing an <u>expensive</u> dress. (costly, cheap, decorated, beautiful)
3. The hunters were <u>awake</u> when see the animals (aware, alert, asleep, messy)
4. I am feeling very <u>hot</u> in this room. (cool, cold, warm, uncomfortable)
5. I felt <u>happy</u> after reading the book. (glad, cheerful, sad, worse,)
6. A giraffe has a <u>long</u>. neck. (big, large, tall, short)

B. Complete the crossword with the synonyms of the following words.

	words	Synonyms
1.	happy	J _ _ _ _ l
2.	safari	ex _ _ _ _ _ _ _ _ n
3.	protect	g _ _ _ d
4.	silence	q _ _ _ t
5.	scurry	h _ _ _ y
6.	gaze	st _ _ e
7.	muster	ga _ _ _ r



Direct Speech

Quoting the exact words of the speaker is called **direct speech**.

Jaspreet said, "I am eating an apple."



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Indirect Speech

Reporting of what the speaker said without quoting her/his exact words is called **Indirect Speech.**

Reporting verb

Jaspreet said that he was eating an apple.

Direct speech	Indirect Speech	Direct speech	Indirect Speech
now	then	here	there
this	that	these	those
ago	before	today	that day
tonight	that night	yesterday	the day before
tomorrow	the next day	last week	the week before
next week	the week after		

Changing direct speech into indirect speech.

- Reporting verbs like 'said', 'asked', 'requested', ' ordered' or 'advised' are use while changing direct speech into indirect speech.
- If the reporting verb is in the past tense, then the tense of the verb in the reported speech generally changes.
- The comma after the reporting verb is removed and the word 'that' is used in the indirect speech.
- The inverted commas removed in indirect speech.
- **Simple present tense changes to simple past tense.**
  Radha said, "**I write** letters."
  Radha said that she **wrote** letters.
- **Simple past tense changes to past perfect tense.**
  Mita said, "**I bought** a watch yesterday."
  Mita said that she **had bought** a watch the day before.



- **Present continuous tense changes to past continuous tense.**
  Rita said, "I **am going** to the market."
  Rita said that she **was going** to the market.

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- **Past continuous tense changes to past perfect continuous tense.**
  Radha said, "**I was singing** a song."
  Radha said that she **had been** singing a song.

Other changes—

C. Complete the sentences in the indirect speech.

Direct Speech	Indirect Speech
Ravi said, "Aash loves mangoes."	Ravi said _____ Aash _____ mangoes.
Rama whispered, "The monkey was eating the bananas!"	Rama whispered that the _____ had _____ eating the bananas.
She said, "I am working now."	She _____ _____ she _____ working _____.
Ravi shouted, "The thief broke the lock,"	Ravi _____ that the thief _____ _____ the lock.
Father said, "The boys are playing a game."	Father _____ _____ the boys _____ _____ a game.
Anil said, "The teacher scolded us today."	Anil said _____ the teacher _____ _____ them _____ _____.



Activity Zone

Creativity

Have you ever visited Zoo Park. What was your experience? Please share.

Values and Life Skills

Make students understand the value of presentation and tell them to give a small presentation on a product of their choice in class.

Collaboration Skills

Divide the class in groups and run a group discussion on what challenges do zoos face?

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9

Mother and the mouse

Before Reading

Answer the following questions.

1. Are you afraid of something?
2. How do you tackle difficult situations?

Let's Touch On

Through this poem, the poet wants to show the fear of mother who hardly gets afraid of anything and the bond with her child which helps and protects her.

Discuss the following questions in the class

1. Do you think it is okay to be afraid sometimes?
2. Why do we consider being scared as weakness?

My mother is not sort of Mum,
Who'll squeal and shiver,
Darkness doesn't scare her,
When it thunders, she won't quiver!

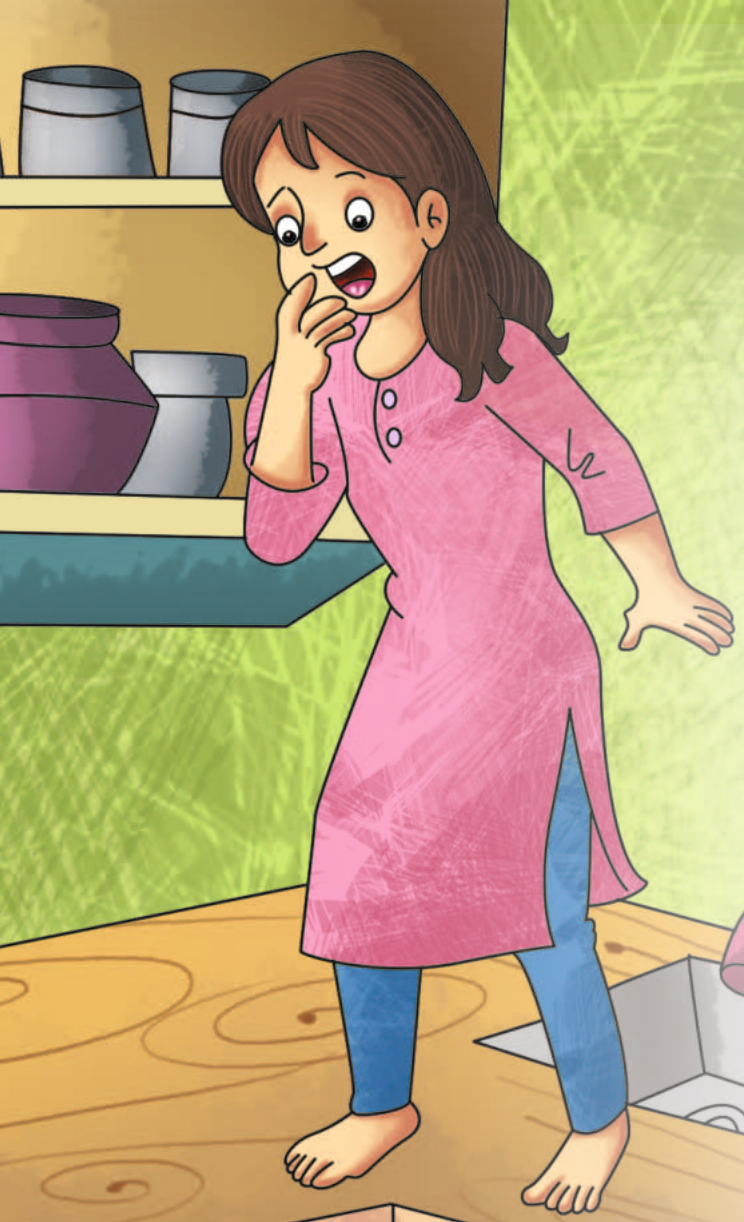
When I decide to play up
She fixes me with a stare,
One flashing look from her big eyes,
And I just don't care to dare!

So it was with shock, one morning,
When I woke up from a dream,
To hear my valiant, mighty mum,
Let out a high-pictched scream!

I raced to see her perched up high,
Upon the kitchen sink,
Squealing like a baby bat,
Right on the edge, the brink.

I asked her what the matter was,
Had the pressure cooker burst?

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Or had the oven scorched her hand?
I did expect the worst!

She whimpered like a baby,
And pointed to a mouse,
That had the gall and temerity,
To enter into our house!

I picked a broom and shooed at it,
I chased it to the hall.
I almost whacked it sharply,
For driving Mummy up that wall.

But it was quick and cunning,
And soon gave me the slip,
It vanished in the hallway,
into the garden skip,

I ran into the kitchen,
And helped my Mummy down,
Trembling like an autumn leaf,
She wore a frightened frown...

"don't like mice," she whispered,
Her big eyes round with fear,
I felt like superheroes do,
So glad that I was near!

I told her not to worry,
With the mice I was at war,
I promised her that she'd be safe,
For that's what sons are for!

—Faith Trekson

Can I Answer?

Answer the following questions orally.

1. What was the mother doing when she saw a mouse?
2. Why did the poet call mother a 'mighty mother'?

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Know More

Faith Trekson was born in Mumbai, India in 1969. She was a prolific writer, well known for her humorous poem.

Teacher's Note

Ask students to write a paragraph on their mothers.

My Diction

squeal - scream
valiant - brave
scorched - burned
shiver - shake
whimpered - murmured
temerity - audacity
quiver - quake
perched - rest
cunning - clever

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What did the boy do to get rid of the mouse?
2. Identify examples from the last three verses which show that the boy was very fond of his Mother.
3. What does the phrase "Trembling like an autumn leaf" mean?
4. What tells us that Mother is a brave person?
5. How did the Mother react when she saw the mouse?

B. Think and answer.

1. What is the rhyming scheme used in the poem?
2. How has the mother-son relationship been reflected in the poem?

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C. Choose words from the box to complete the summary of the poem.

misbehave	mouse	escapes	pressure-cooker	war	dutiful	brave
screams	house	help	superhero	kitchen sink	frightened	

In this poem, Mother has been shown to be _____. Mother is strict and does not let her son _____. One day, the brave Mother _____ loudly. She is found perched on the edge of the _____ _____. The boy thinks that the _____ had burst. He finds Mother _____ like a small child . She points to a _____. The boy runs into the kitchen to _____ his Mother. Mother says that she hates mice. The boy feels like a _____ as he is able to help his mother. The boy assures his Mother that he is at _____ with the mouse. He promises her that he will act as a _____ son and that she would be safe.

E. Tick (✓) the correct answer. MCQ

1. She whimpered like baby and pointed to a _____.
   a) Mouse ☐ b) Cockroach ☐ c) Lizard ☐
2. _____ doesn't scare her.
   a) Animals ☐ b) Darkness ☐ c) Loneliness ☐
3. When I decided to play up she fixes me with a _____.
   a) Band ☐ b) Stare ☐ c) Wire ☐



Writing Skills

Critical Thinking

A. Answer with reference to the context.

1. When I decide to play up
   She fixes me with a stare,
   One flashing look from her big eyes,
   And I just don't care to dare!
   a. Who is 'I' in the above lines?

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b. What does 'play up' mean?
c. What does Mother do when 'I play up'?
d. What does 'I' not dare to ?

2. So it was with shock, one morning,
when I woke up from a dream,
To hear my valiant, mighty Mum,
Let out a high-pitched scream!
a. Why was 'I' shocked?
b. Which two words describe the Mother?
c. Which is the sound word in the above lines?
d. Which adjectives for mother have been used in the above lines?

3. But it was quick and cunning,
And soon gave me the slip,
a. Pick out two adjectives that describe the mouse?
b. What do you understand by the phrase 'gave me the slip'?



Grammar Skills

(Structure and Usage)

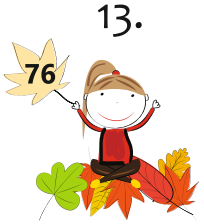
An abbreviation is a shortened or contracted form of a word or a phrase. Types of abbreviation include:

- Short forms— Dr. for Doctor, Mr. for Mister
- Contractions— Can't for cannot, wasn't for was not
- Acronyms— NASA for National Aeronauticals and Space Administration
  ATM for Automated Teller Machine.

A. Write the full form of the following abbreviations.

1.	Who'll	2.	doesn't
3.	won't	4.	don't
5.	that's	6.	hasn't
7.	St	8.	Prof
9.	ft	10.	Km
11.	Sept	12.	dept
13.	AC	14.	FAQ

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Pronunciation

Speak out these words:

out **about** **ground** **shout** **loud** **mouse**

In the words, the vowel sounds glide from the **o** sound to the **u** sound to give the **au** sound.

Now speak out these words

soak **boat** **close** **own** **both**

B. Practise saying these words aloud.

1.	loud	load	2.	found	phoned
3.	town	tone	4.	now	no
5.	doubt	dote	6.	house	home

Rhyming Words

C. Quiver and 'shiver' are a pair of rhyming words in the poem. Find and write five more pairs of rhyming words.

D. Listen to the sentences carefully. The pause in each sentence indicates a blank. Circle the suitable word to complete the sentence.

1. quiet / weak
2. sunglasses / raincoat
3. like / spend
4. gathered / cashed
5. difficulty / difficult
6. warm / cold



Activity Zone

Creativity

Prepare a small card for your mother and show your love towards her.

Values and Life Skills

Never disrespect your parents because they are the reason of your life. Write the values you have gotten from your parents.

Collaboration Skills

There must be a time when your friend was in difficult situation. Share your story where you helped your friend by tackling his/her problem.

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10 Mangalyan - Mars Mission Success

Before Reading

Answer the following questions.

1. Which planet is known as Red Planet?
2. How far is Mars from Earth?
3. Do you think there is life on Mars right now?

Let's Touch On

In this chapter, we will study about the success story of Mars mission- when it happened, what made this mission possible and the role of PSLV-C25 in it.

Discuss the following questions in the class

1. Why should we study about Mars mission?
2. Why science is important?

(Today is science class where Mr. Verma {Class teacher} is going to start new interesting topic on the success of Mars mission.)



Mr.Verma - Hello class, today I like to draw your attention on our recent achievement of Mars mission. Can anyone tell me anything about Mars?

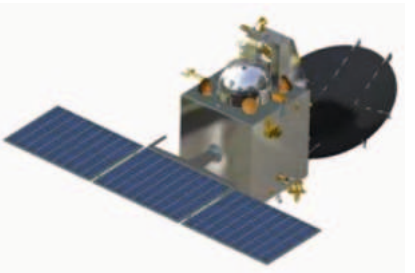
Sanket - Yes sir, Mars is also known as Red Planet.

Mr. Verma - Correct, Sanket, but do you know why is it known as red planet?

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Diksha - The surface of Mars has an orange-reddish colour because it's soil has iron oxide or rust particles on it. The sky on Mars often appears pink or light orange because the dust in the soil is blown into Mars thin atmosphere through winds on Mars.

Mr. Verma - Absolutely Diksha, and for more research of planet Mars, India had launched a mission.



Akash - What was the name of this mission, Sir?

Mr.Verma - The name of this mission was Mars Orbitor Mission (MOM) which is also known as Mangalyan.

Sakshi - From where and when did it launched and who was the Head of this Mangalyan mission?

Mr. Verma - It was launched on 5th November 2013 from Satish Dhawan Space centre (SDSC) which is a rocket launch centre operated by Indian Space Research Organisation (ISRO) located in Shriharikota in Andhra Pradesh by the chairman K. Radhakrishnan.

Sanket - What is an ISRO, Sir and what it does?

Mr. Verma - Indian Space Research Organisation or ISRO is an Indian Government Agency that does space and planetary exploration using technology and applied astronomy.

Diksha - What was the aim of this mission, Sir?

Mr. Verma - The primary objective of the mission is to develop the technologies required designing, planning, management and operations of an interplanetary mission. The secondary objective is to explore Mars surface features, morphology, mineralogy and martian atmosphere using indigenous scientific instruments.

Akash - Which vehicle was used for this mission?

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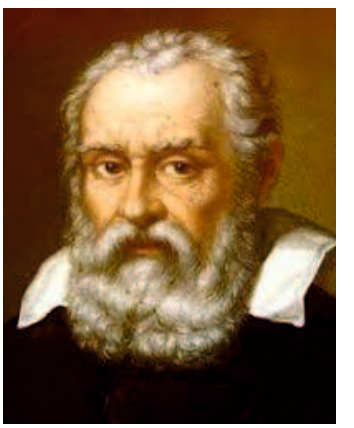
Mr. Verma - Polar Satellite Launch Vehicle (PSLV) rocket C25 was the vehicle used by India for this mission.



Can I Answer?

Answer the following questions orally.

1. Do we have any other organisation like ISRO ?
2. What is the role of chairman in this mission?



Sakshi - Who was the first Person who discovered Mars for the first time and when did it happen?

Mr. Verma - The first person to observe Mars with a telescope was Galileo Galilei, in 1610.

Sanket - Sir, is there any other country except India who had been there on Mars?

Mr. Verma - Robotic spacecraft began observing Mars in the 1960s with the United States launching Mariner 4 in 1964, Mariners 6 and 7 in 1969. The Soviet Union also launched numerous Red Planet spacecraft in the 1960s and early 1970s, but most of those missions failed. But Mars 2 (1971) and Mars 3 (1971) operated successfully.

Diksha - What is the place of India in this list and when did we reach on the planet Mars?

Mr. Verma - In September 2014, India's Mars Orbiter Mission reached the Red Planet which made India the fourth nation to successfully enter orbit around Mars.

Know More

MOM mission concept began with a study in 2010 by the Indian Institute of Space Science and Technology after the launch of lunar satellite Chandrayaan-1 in 2008. This project was approved by the Prime Minister Manmohan Singh on 3 August 2012.

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Teacher's Note

Tell them some important facts about Sun and make them write in their notebooks.

My Diction

planetary - relating to a planet **organisation** - a group of people who form a business
indigenous - living or produced originally **mineralogy** - the scientific study of minerals
interplanetary - between planets **morphology** - the study of words and their parts
numerous - many **astronomy** - the scientific study of the sun, moon, stars etc.
research - a detailed study of something

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. What are the main causes which makes planet Mars red?
2. Who was Galileo Galilei?
3. What was the main aim behind this mission?
4. What is PSLV-C25?
5. What was the name of the mission and when did it reach to the planet Mars?
6. From where and when did this mission take place?

B. Tick (✓) the correct answer.

MCQ

1. Who was K. Radhakrishnan?

   a) Scientist b) Doctor

   c) Astronomer d) Chairman

2. Galileo discovered Mars in the Year of _____?

   a) 1610 b) 1652

   c) 1510 d) 1720

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3. Shriharikota is located in _____?

a) Manipur ☐ b) Tamilnadu ☐

c) Rajasthan ☐ d) Andhra Pradesh ☐

4. Which PSLV was used for Mars Mission?

a) C25 ☐ b) C12 ☐

c) C19 ☐ d) C21 ☐



Writing Skills

Critical Thinking

A. Make a chart on solar system using black chart paper.

B. Write an essay on Earth in about 100-150 words.

_____

_____

_____

_____

_____

_____



Grammar Skills

(Structure and Usage)

Question words are used to ask questions. We use some Wh-words at the beginning of sentences to make questions. Common question words are: where, when, why, what, who, whom, which, how.

For example: Where do you live?

Fill in the blanks given below with question words.

1. _____ do you play?
2. _____ do you get up?
3. _____ is your family?
4. _____ do you go to school?
5. _____ is your best friend?

Where, how, who, when, why

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Activity Zone

Creativity

This will help students to develop an idea of art. Make a drawing of a Satellite in your Notebook.

Values and Life Skills

This will help students to learn the value of our planet and also help them to be confident. Make a presentation of 5 minutes on 'How Earth is an important Planet'.

Collaboration Skills

This will help them to work in a team and also make them responsible. Make a few groups of students and give them a small project on collecting some different kinds of stones and identify their colours.

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Fun Activity 2



CREATIVE TASKS

You can encourage creative activity by giving students free time to play. Even boredom can encourage children to be creative.

A. Prepare a Model of Solar System in which each planet should be shown in their respective places.

You will need:

- A black chart paper
- Foam or paper balls
- Glue
- Paint
- Sketch pens

Teacher's Note

Teach students more about solar system.

B. Make different kind of puppets with the help of following things and perform a small puppet show in your class.

You will need:

- An old sock
- Googly eyes or black felt to cut out eyes
- Red felt for a tongue (if you make a snake)
- Needle and cotton
- Scissors
- Glue

Teacher's Note

Tell them to use unused socks and try to make their puppets by their own.

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11

The blind Man and the Elephant

Before Reading

Answer the following questions.

1. How do you make your perspective towards something?
2. How does 'difference of opinion' matter?

Let's Touch On

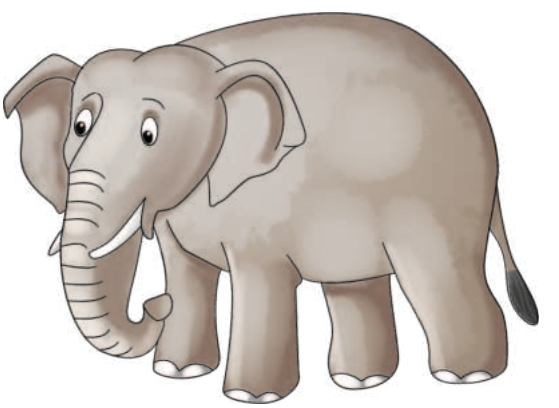
In this chapter, we will read about the people who have difference of opinion on the basis of their own experiences but none of them is right.

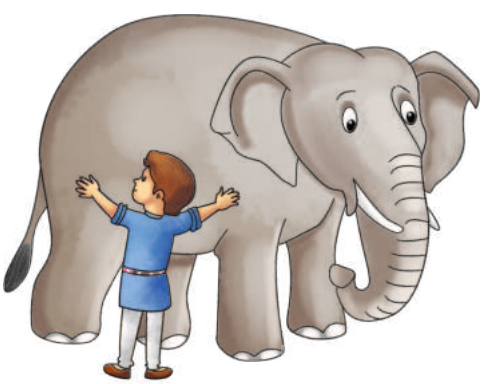
Discuss the following questions in the class

1. Why does conflict occur between two persons?
2. What happens when you and your parents do not agree on the same thing?

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),

That each by observation
Might satisfy his mind.



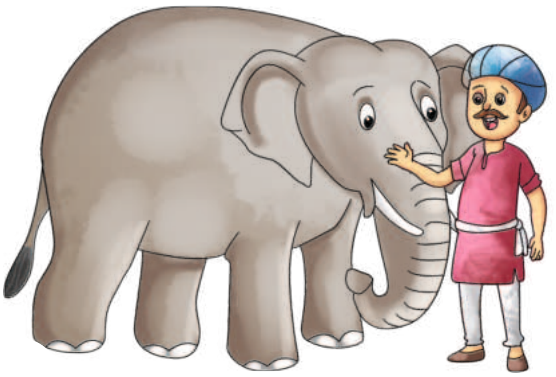


The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a WALL!"

The Second, feeling of the tusk,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To , me 'it's mighty clear
This wonder of an Elephant
Is very like a SPEAR!"



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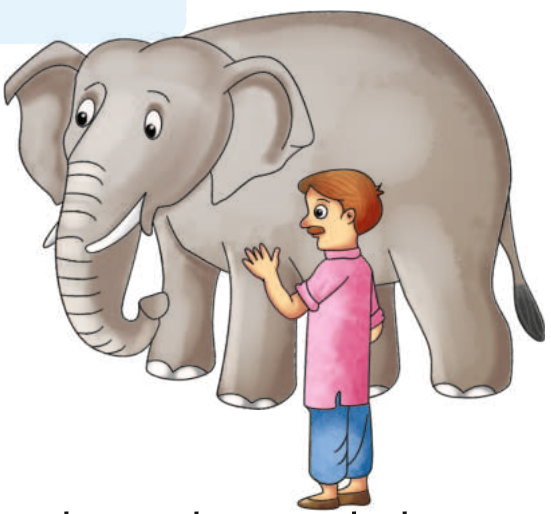


The Third approached the animal,
And Happening to take
The squirming truck within his hands,
"I see," quoth he, "the Elephant
Is very like a SNAKE!"

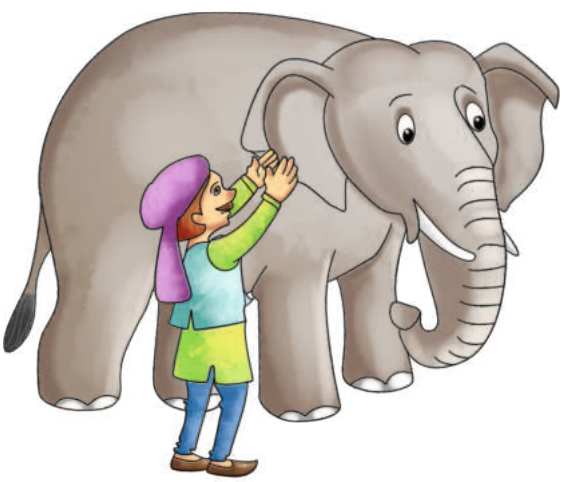
Can I Answer?

Answer the following questions orally.

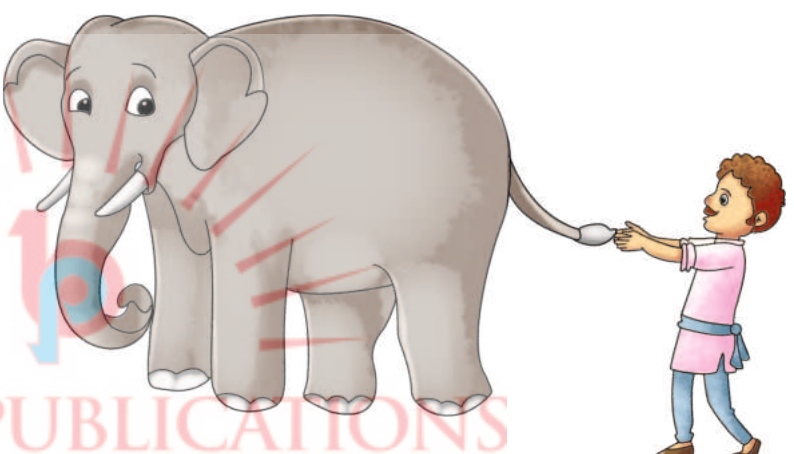
1. How does the elephant feel different to all the three persons?
2. Why does elephant feel like snake to the third person?



The Fourth reached out an eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
" 'Tis clear enough the Elephant
Is very like a TREE!"



The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can
This marvel of an Elephant
Is very like a FAN!"



The Sixth no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell with in his scope,
"I see," quoth he "the Elephant
Is very like a ROPE!"

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And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

Know More

John G. Saxe was an American poet. He studied law and practised as a lawyer. In 1849, he published a volume of poems. He was famous for his re-telling of the Indian parable 'The Blind Men and the Elephant.'

Teacher's Note

Tell students to give their opinions on this chapter.

My Diction

indostan - hindustan (india)	**bawl** - shout	**spear** - weapon
squirming - twist	**quoth** - said	**eager** - impatient
wondrous - fantastic	**marvel** - miracle	**grope** - fumble

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

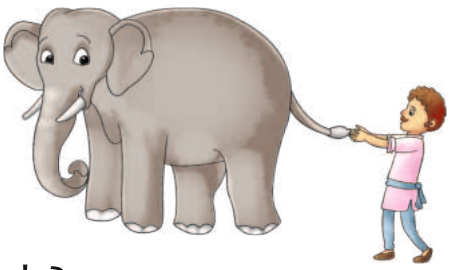
A. Answer the following questions.

1. What did the sixth man get hold of? What did he think the elephant was like and why?
2. Where did the first man fall? What did he think the elephant was like?
3. Why did the third man think that the elephant was like a snake?
4. What did the fifth man do? What became clear to him?

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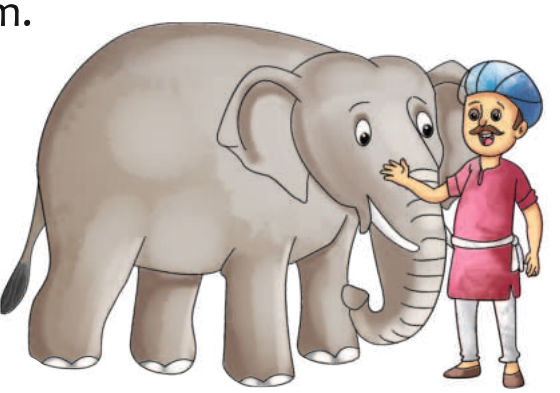
B. Answer with reference to the context.

1. It was six men of Indostan
   To learning much inclined,
   Who went to see the Elephant
   (Though all of them were blind)



   a) What does the word 'Indostan' denote?
   b) What were the six men plan inclined towards?
   c) Which sense was missing in all the six men?
   d) How did the six men plan to satisfy their curiosity about the elephant?

2. So very round and smooth and sharp?
   To me ' tis mighty clear
   This wonder of an Elephant
   Is very like a SPEAR!"
   a) Which part of the elephant does this blind man happen to touch?
   b) Describe that part as observed by him.
   c) What was clear to him?



3. And so these men of Indostan
   Disputed loud and long,
   Each in his own opinion
   Exceeding stiff and strong,
   Though each was partly in the right,
   And all were in the wrong!
   a) What was the matter of dispute among the men of Indostan?
   b) What was each man firm about?
   c) Do you think that each men was correct in his opinion and observation?

B. Tick (✓) the correct answer. MCQ

1. It was _____ men of Indostan.
   a) Five ☐ b) Two ☐ c) Six ☐

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2. All men were _____.

a) Blind ☐ b) Deaf ☐ c) Dumb ☐

3. This clear enough the elephant is very like a _____.

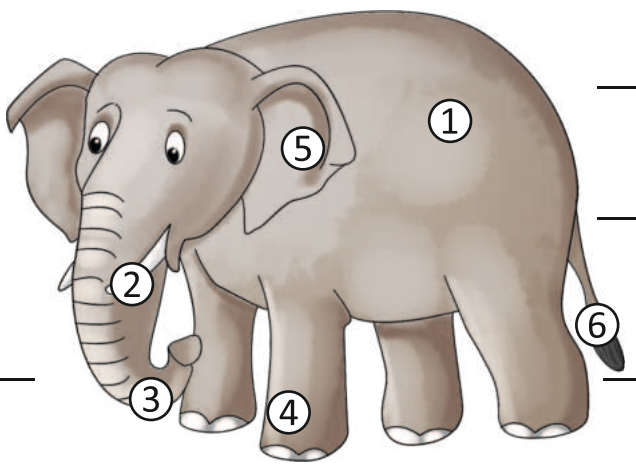
a) Giant ☐ b) Snake ☐ c) Tree ☐

Writing Skills

Critical Thinking

A. Name the parts of the elephant marked with numbers and write what the blind men thought them to be. One has been done for you.

1st Blindman:
Body part:
Interpretation: Wall



6th Blindman:
Body part:

_____

Interpretation

_____

2nd Blindman: part
Body Part :

_____

Interpretation

_____

5th Blindman:
Body part:

_____

Interpretation

_____

3nd Blindman: part
Body Part :

_____

Interpretation

_____

4nd Blindman: part
Body Part :

_____

Interpretation

_____

B. Read the poem carefully once again. Rewrite the poem as a story.

You may begin in the following manner:

Once upon a time there were six friends who were blind.

They lived in India. One day one of them said that he wanted to know what an elephant looked like...

Give a suitable title to your story.

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Synonyms and Antonyms

Synonyms are words that are of the same or nearly the **same meaning**.
The synonyms of the words 'observation used in the first stanza of the poem is 'examination' or 'inspection'.
Antonyms are the words having **opposite meanings**.

The antonym of the word 'observation' is 'unawareness'

Example: Word — sturdy Synonym — strong Antonym — frail or weak

A. Match the words with their antonyms and synonyms.

	Words	Synonyms		Antonyms	
1.	Satisfy	a.	advance	i.	dissatisfy
2.	Approach	b.	spherical	ii.	straight
3.	Fall	c.	pointed	iii.	blunt
4.	Round	d.	plain	iv.	depart
5.	Smooth	e.	drop	v.	rise
6.	Sharp	f.	please	vi.	rough

Simile

A simile is a figure of speech that compares two things that are alike in some way.

The word 'as' or 'like' is used to compare the two things.

The blind men in the poem use similes to describe the elephant.

Examples: a. Is very like a WALL b. Is very like a SNAKE

Metaphor

A metaphor is a figure of speech that compares two things but without using the word 'as' or 'like'.

Example : Her voice is music to our ears. (this means that her voice is as sweet as music.)

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B. Identify whether the comparison is a metaphor or a simile. Write M for a metaphor ans S for a simile.

1. The world is a stage.
2. The building was lit up like a Christmas tree.
3. Life is a roller coaster ride.
4. Laughter is the music of the soul.



Activity Zone

Creativity

What moral does the poet try to convey through this poem of six blind men and the elephant?

Values and Life Skills

Having difference of opinion is good but don't be stubborn about it and respect others opinion also. What you will do when you and your friend have different opinion?

Collaboration Skills

Tick (✓) the response you find to be the most suitable in the following situations.

You are working of you on a group project in class. There are five members in the group. Three of you agree on all the points but two members have a point which you don't agree with. What will you do?

1. You let them speak, but ignore what they say.
2. You ask them to keep quiet.
3. You do not listen to them and ignore them completely.

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A better you

Before Reading

Answer the following questions.

1. What are major benefits of being fit?
2. Why and how our body weight affects our health?

Let's Touch On

In this chapter, we will be reading about the importance of yoga in our lives, how they impact us in different ways, and why being healthy is important.

Discuss the following questions in the class

1. What do you do for a healthy life?
2. What according to you is unhealthy?

Do you feel restless sometimes? Do you find it difficult to concentrate? Do you get bored with your studies? Do you also chew on your clothes or pencils sometimes? Do you have an unstoppable nail-biting habit? Are you unable to sit still for long hours and become fidgety often? If your answer to one more of these questions is "yes", then you need to make some healthy changes in your routine. Besides regular exercise or outdoor sports and a healthy diet, doing yoga regularly can also help you with these problems. It will not only increase your concentration level but also help you overcome lethargy and restlessness.

What is yoga?

Yoga is a system of physical exercises and postures that keeps the body flexible, and infuses strength, confidence and enthusiasm in our lives. Yoga is also about correct breathing patterns which keep us mentally healthy. In other words, yoga helps to keep both body and mind, in good shape.

You know that we need oxygen to breathe. It is a very important life-support. Practising proper techniques of breathing can help bring more oxygen to our blood and body means we will be more energetic and alert.

The correct techniques and postures

It is very important to follow the correct techniques the of yoga of with proper breathing practices.

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Following them incorrectly will not benefit you, it might rather harm your body. You should learn and practise correct yoga postures under the guidance of a trained yoga instructor or a yoga teacher in your school.

Many TV channel and sites on the Internet teach yoga. You may refer to an appropriate one, with the permission of your parents. This will prevent you from making wrong postures.

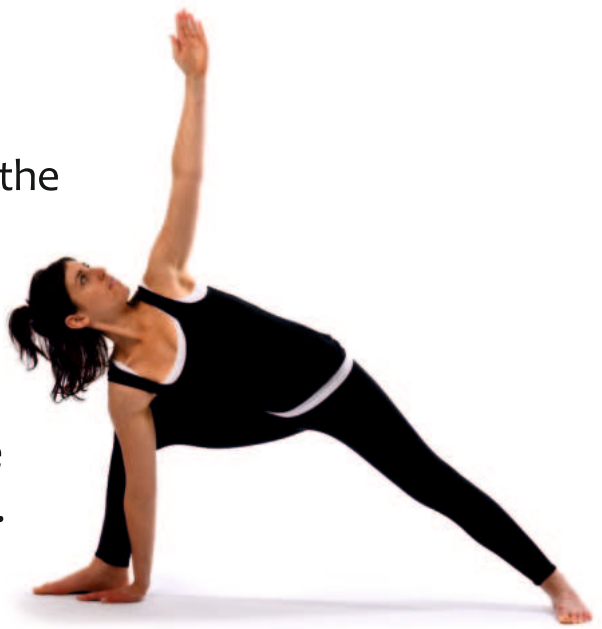

Dhanurasana

Look at the yoga posture Dhanurasana or the **Bow posture**. When you make this posture you need to ensure that your shoulders, ankles, knees and back are stretched correctly.

In the beginning, you might find it difficult to make the right postures. But with time, regular practice and proper guidance, you will be able to master them.

Benefits of doing yoga

Do you sometime feel a pain in your back or in the area behind your neck? If yes, it might be due to your wrong sitting posture. While sitting in the classroom or doing work at home, many children do not sit with their backs straight. They hunch, sitting posture. While sitting erect is very important for your back. Practising yoga postures correctly will help you to maintain the correct postures while sitting and walking.


Trikonasana

Practising yoga helps raise the stamina of the body. It helps the body to fight against outside infection and thus keeps us fit and healthy. Yoga is believed to regularise the functioning of the organs of our body. There are some specific yoga postures which are done to cure a set of particular diseases or health problems. It is believed that with regular practice of yoga, a patient is able to overcome an illness or a disorder to a large extent.

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Regular practice of yoga helps boost your confidence and willpower too. It increases one's energy levels.

Yoga also keeps your mind calm. This is done through meditation, which is a very important part of yoga. Meditation not only relaxes the mind but also helps one to concentrate better on studies.

You should choose a comfortable and peaceful place to do meditation. Sit in a relaxed position with an upright back. Close your eyes and focus your mind on a particular thing for a few minutes.



Meditation

Yoga exercise should preferably be done in an open and clean environment. Gardens or open spaces, where you are close to Nature, are the best places to practise yoga. When you are surrounded by green trees and plants, and you breathe in fresh air, you feel relaxed and elated.

Yoga is very helpful if it is practised regularly. You will have to discipline yourself if want to do yoga and enjoy all its benefits.

Can I Answer?

Answer the following questions orally.

1. What kind of postures do help us to live a healthy life?
2. How can wrong postures affect us?

Know More

Some benefits of Yoga are: increased flexibility, increased muscle strength and toned body, improved respiration, give energy and vitality, balanced metabolism.

Teacher's Note

Tell students to write about a Yoga posture.

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My Diction

infuses - charge
hunch - bend
fidgety - nervous
lethargy - slowness
posture - pose
concentration - attentiveness
restlessness - unease

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. Write any three benefits of practising yoga.
2. How should you sit in the classroom and why?
3. How should you meditate and what are its benefits?
4. Why is it important to practise yoga in an open and clean environment?
5. What do you understand by the term 'yoga'?

B. Fill in the blanks with suitable words from the lesson.

1. Sitting _____ is very important for the back.
2. Dhanurasana is also called the _____ posture.
3. When one starts doing yoga exercises, it is important to make the correct _____.
4. Practising proper _____ of breathing can help to bring more oxygen to our blood and brain.
5. Yoga exercises should be done in an _____ and _____ environment.

C. Think and answer.

1. Why should one practise yoga under the supervision of a yoga expert?

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2. Identify the yoga postures shown in the pictures given below. Name them.






Shirshasana	Dhanurasana	Trikonasana	Anulom vilom

B. Tick (✓) the correct answer. MCQ

1. Yoga exercises should be done
   a) in an air-conditioned hall.
   b) in a closed and clean environment.
   c) under a tee.
   d) in an open and clean environment.
2. In Dhanurasana, the following should be stretched correctly:
   a) shoulders, ankles, knees, hands.
   b) neck, ankles, knees, back.
   c) shoulders, ankles, knees, back.
   d) shoulders, elbows, knees, back.
3. The International Yoga Day is celebrated on
   a) 23rd of june
   b) 23rd of July
   c) 21st of June
   d) 21st of July
4. We should learn correct yoga postures from
   a) yoga expert.
   b) any elderly person
   c) sports teacher
   d) a friend
5. The mind can be best kept calm by
   a) eating healthy
   b) doing meditation
   c) biting nails
   d) playing games

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Writing Skills

Critical Thinking

All the money in the world can't buy you good health.

Based on the proverb given above, write an essay describing some ways to remain healthy. Give a suitable title to your essay. You may use the following hints.

- Early to bed, early to rise
- Importance of good health
- Taking a healthy and balanced diet
- Maintaining a good posture
- Importance of physical activities such as playing outdoors, cycling, etc.
- Doing regular exercise
- Dental care is equally important



Grammar Skills

(Structure and Usage)

Clauses and Phrases

A clause is a group of words with a subject and a verb. It can form part of a sentence or a complete sentence.

Clauses are of two types:

- A main clause (independent clause) expresses a complete thought and can also be a stand-alone sentence.

Example:

Main clause

The boys played very well.

Subject Verb

- A **dependent clause** (subordinate clause) does not make sense on its own. It depends on the main clause for its meaning.

Example:

Dependent Clause

The boys played because the weather was clear..

Subject Verb

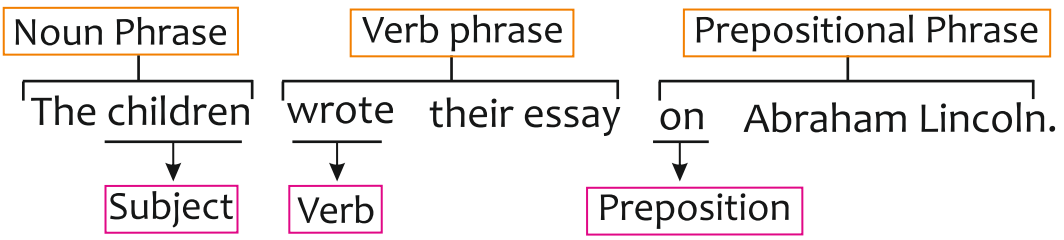
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- A **phrase** is a group of words that make up part of a sentence. It makes sense only as part of a sentence.

  Example: The given sentence has three phrases.



A. State whether the highlighted parts are independent clauses or dependent clauses.

1. **After the movie is over,** I will play.
2. Working on this Job is **a lot of fun.**
3. If he ever calls, **do not answer him.**
4. **A baby cannot walk** till he is one year old.
5. Tarun ate a sandwich **after returning from the office.**

B. State whether the following are phrases or clauses:

1. After a rainy day.
2. In a gloomy and unsafe room.
3. He studies hard every day.
4. Whenever it gets hot.
5. The oven is not working.
6. If my friend wants to take me out.
7. Her parents scolded her.
8. The boys are laughing.



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Activity Zone

Creativity

Make a scrap book with pictures of ten yoga postures or asanas. Write down the name of each posture and its benefits.

Values and Life Skills

By implementing some good habits, we can change our life. Learn two yoga exercises. Choose the exercises that are related to improving your posture and its benefits.

Collaboration Skills

Perform some Yoga with students and also tell them the benefits of doing it.

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13

Travel safe

Before Reading

Answer the following questions.

1. Why do we like to travel?
2. What is so fascinating about trains?

Let's Touch On

In this chapter, we will read about two kids who go for a tour with their parents and get trapped into some trouble.

Discuss the following questions in the class

1. How many times had you gone for picnic?
2. What is it like to be lost in unknown place?

It was the summer vacation. After many thoughts and change of plans, the Sinha family finally decided to visit Shimla. Shimla is a hill station and a popular tourist destination in India.

Mr Sinha contacted a travel advisor who planned their itinerary. They would travel by train to Kalka. From there, they would take a toy-train that would take them to Shimla through beautiful hills and spectacular valleys.

Robby and juhi were very excited. They packed a lot of things even though their mother had strictly asked them to keep their baggage light.

Soon the day of their Journey arrived. They took a taxi and reached the railway station. The platform was crowed with people—old, young and children. There were porters and hawkers, policemen and ticket collectors, all moving around. There was a hustle and bustle all over the place. The noise on the platform was blend of different kinds of sounds. Robby and Juhi saw the name of their train on the electronic display board.



As soon as the announcement for the arrival of the train was made, people started taking guard of their bags and

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goods. Soon the train arrived. Robby and Juhi reached their coach along with their parents. Finally, they managed to locate their seats. It had indeed been a hard nut to crack for them to pierce through the crowd and get into the train.

The train picked up speed slowly and steadily. Robby and Juhi grabbed their window seats to look at the tree and fields rushing past. "I really like Shimla." said Juhi.

"You have never gone to Shimla before. So how can you like it, silly? said Robby."



"I have seen Shimla in pictures," said Juhi. "What's this red handle with the chain for?"

It can be pulled down to stop the train in case of an emergency," replied Mother.

After some time, Mother told Robby and Juhi to rest for a while. Robby soon fell asleep.

Suddenly, he felt someone tugging at his sleeve.

"Who is it?" he felt rubbing his eyes.

"It's me. I feel like eating something," whispered Juhi.

"Hmm, " said Robby softly. "Me too."

Their parents were asleep.

"Hey," said Juhi. "We're reaching a station..."

Their train slowly pulled into a small station and came to a halt. Juhi pointed out a big signboard on the platform that read 'Snack Shop'.

"We can quickly hop off the train, buy sandwiches and juice, and dash back to our seats. What do you say? Do you have money, Robby?"asked Juhi.

"Yes I have some," Robby said, but was quite bewildered and perturbed.

"Come on," said Juhi.

"One hundred rupees, please," said the shopkeeper. Juhi and Robby did not have a hundred-rupee note.

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"If you haven't got hundred rupees, you can buy less," said the shopkeeper.

"But it wouldn't be enough for both of us," cried Juhi.

"Come on, Juhi," said Robby. "You can have a larger chunk of the sandwich."

So Juhi returned one sandwich and one tetra pack of juice.

"Fifty rupees, please," said the shopkeeper. Robby began counting the change he had brought from his money bank. "Ten, five, ten, two... thirty two... and ten... forty two... one..."

Just then, they heard two a shrill whistle blow.

"Quick," said Robby. "The train is about to leave. Hurry-up!"

The children dumped the sandwich and juice, put the money back in their pockets and began to run towards their coach. But they couldn't remember their coach number and didn't know what to do.

The train gained speed and they couldn't get into any coach. "Mom! Dad!" shouted Robby, but in vain.

Juhi tripped and started crying. Robby stopped running too; he was gasping for breath He went to help Juhi.

"Oh no! We'll never see Mom and Dad again."cried Robby. Juhi stared wailing loudly. A crowd gathered around the two children. Seeing the chaos, the station master came towards them.

"What is the matter?" he asked.

"We have missed the train," said Juhi.

"Can you stop the train?" asked Robby.

The station master children rolled his eyes. "What! Stop the train?" he said. "I don't stop trains because children get off them."

"Please uncle," said Robby. "We are very sorry."

The station master calmed down a bit and said, "All right then. I'll contact the driver. He'll wait for you at the next station, and I'll arrange for you to reach there"

Fortunately, the train had stopped just a few metres ahead. Someone had pulled the emergency chain.

The station master quickly contacted the train driver and asked him to halt for

Can I Answer?

Answer the following questions orally.

1. Why the kids were excited for tour?
2. How did the kids get off the train?

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a few minutes. He then helped Juhi and Robby reach their coach. Their parents were already off the train, running around and looking for them. When they saw Robby and Juhi, they ran towards them. Both the children hugged their parents and started crying again. When they got into the train. they both meekly apologised, "Sorry Dad! Mom! We will never do it again. Please forgive us."

Know More

Train journey is the best experience we all had in our childhood but we should always understand our limitation while travelling.

Teacher's Note

Ask students to share their experiences of travelling in train.

My Diction

itinerary - journey arrangement **spectacular** - worth seeing **hawkers** - traders
gathered - assembled **hustle and bustle** - flurry **pierce** - make a hole in
steadily - continuously

Reading Comprehension

Let's Practice

Comprehension & Writing Skills

A. Answer the following questions.

1. When is the red handle in a train used?
2. Who had pulled the emergency chain and why?
3. How would the Shimla was planned by Mr Sinha?

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4. What did the two children do when the train stopped at a small station?
5. What was the station master's plan to get the children back into the train?

B. State whether the following statements are true (T) or False (F).

1. Juhi had been to Shimla earlier. ☐
2. The itinerary for Shimla was planned by Mr Sinha. ☐
3. The railway platform was very crowded. ☐
4. People asked the station master to stop the train. ☐
5. Juhi, Robby were got off the train to buy some eatables. ☐

C. Tick (✓) the correct answer. MCQ

1. Mr. Sinha and children took train to shimla from _____.
   a) Kalka ☐ b) Delhi ☐
   c) Ambala ☐ d) Lucknow ☐
2. Juhi and Robby were going to Shimla during their
   a) autumn vacation ☐ b) winter vacation. ☐
   c) Diwali break. ☐ d) summer vacation ☐
3. The Sinha family will travel by _____ to reach Shimla.
   a) bus ☐ b) train ☐
   c) car ☐ d) aeroplane ☐
4. Juhi wanted by buy
   a) only biscuits. ☐ b) sandwiches and chips. ☐
   c) sandwich and Juice. ☐ d) sandwiches and biscuits. ☐



Writing Skills

Critical Thinking

Write a paragraph on "My First Train Trip".

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B. **Look at the picture of a railway platform. Label the picture with the help of the clues.**



ticket collector	luggage	ticket counter	pantry car	guard	trolley	carriage
display board	seats	porter	platform	track	rail	sleeper

Grammar Skills

(Structure and Usage)

Transforming Words

Some words can be used in two or more than two different forms.

Example: continue (Verb) continuity (Noun) continuous (Adjective) continuously (Adverb)

But some words such as 'harm' can be used both as a verb and noun, without changing its form.

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Verb: Don't **harm** the bird. (This shows action)
Noun: There was no **harm** caused to the bird. (Name of process)
Study the different forms of the words given in the table.

Verb	Noun	Adjective	Adverb
hate	hatred	hateful	hatefully
act	activity	active	actively
cheer	cheerfulness	cheerful	cheerfully
comfort	comfort	comfortabe	comfortably
destroy	destruction	destructive	destructively

A. Choose the words from the box to fill in the blanks.

hates hatred hatred hateful hatefully

1. Her _____ towards studies is very clear.
2. She _____ vegetables.
3. The twins did a _____ act.
4. He looked at them _____.

Relative and Reflexive Pronouns

A relative pronoun is one which is used to refer to a noun mentioned previously. It can be used for people, places, things, animals or ideas. It joins two sentences.

Example: We don't know the person who helped us.

In the above case, 'who' refers to the noun 'person,'

Some common relative pronouns are 'that', 'which', 'who', 'whom', 'whoever' and 'whose'.

B. Choose the correct relative pronoun to complete each sentence.

1. The lady, _____ you saw in the market yesterday, is my new science teacher. (whose, whom, that)
2. This is Sheena, the girl _____ came first in class. (that, who, which)

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3. The man, _____ luggage got lost in the train, is very poor. (who, when, whom)
4. He visited the fair _____ his mother had visited the previous week. (that, whose, who)
5. I got the parcel _____ you had sent to me from England. (which, when, who)
6. This is the school _____ I studied when I was a child. (which, that, where)

Reflexive pronouns are formed by adding the suffix -**self** (singular) or -**selves** (plural) to simple pronouns such as my, your, her, him, it them and our.

Example:

my	+	self	→	myself	your	+	self	→	yourself
our	+	selves	→	ourselves	it	+	self	→	itself

When reflexive pronouns are used to put emphasis on a particular noun, they called **emphatic pronouns.**

He **himself** did this work. (In this 'himself' emphasises 'he'.)

They **themselves** told me this. (In this case 'themselves' emphasises 'they'.)

C. Mark the pronouns in the following sentences as Reflexive (R) or Emphatic (E).

1. We ourselves make mistakes sometimes.
2. Rohan covered his books himself.
3. I myself washed all the clothes.
4. Don't walk barefoot. You will hurt yourself.
5. You must given yourself a week to complete the project.
6. She herself distributed the sweets to the poor.



Activity Zone

Creativity

A diary is something very personal. It is a friend with whom you share all your thoughts and emotions. You can even give your diary a name!

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Imagine that your summer vacation is begin. Your parents are planning a trip to your grandmother's house. She live far away and you will need to go there by train. The train will take 24 hours to reach to the destination. You are very excited.

Write a diary entry of about 150 words expressing the following.

- What you plan to do on the train?
- The reason for your excitement.
- What you to do at your grandmother's house?
- What you looking forward to the most add on any other point you wish to?

Values and Life Skills

Imagine you are travelling by a train. Write three things that you should do as a disciplined passenger and three things you should never do.

Collaboration Skills

Work in groups. Create a scene of a railway station. Assign roles of passengers, ticket collectors, porters, railway station clerks, etc. Enact the scene.

Example of a conversation between a passenger and a railway station clerk is given below.

Passenger	:	A ticket to Chandigarh; please.
Railway Station Clerk	:	Single or return, sir?
Passenger	:	Single; please.
Railway Station Clerk	:	Here it is.
Passenger	:	What time does the train for Chandigarh leave?
Railway Station Clerk	:	At 15:35 hrs, from Platform No. 5.
Passenger	:	Thank you.

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MODEL TEST PAPER 1



A. Multiple Choice Questions:

1. _____ didn't like the animal behaviour of his fellow sailors.
   a) Sindbad ☐ b) residents ☐
   c) King ☐ d) guard ☐
2. Anwar feels that loaf of bread was left on the rock
   a) by mistake. ☐
   b) for poor, hungry travellers like them. ☐
   c) for the stranger. ☐
   d) for crows and other birds. ☐
3. Sasha's _____ danced like a ballroom dress.
   a) mane ☐ b) long tail ☐
   c) fins ☐ d) scales ☐
4. Alexander, the Great was the king of
   a) Serbia. ☐ b) Bulgaria. ☐
   c) Macedonia ☐ d) Albania. ☐
5. Rip Van Winkle had
   a) many children ☐ b) one child. ☐
   c) no child ☐ d) two children. ☐

B. Fill in the blanks:

1. He slowly and painfully _____ through the tunnel.
2. Little Tanya's eyes used to keep looking at _____ in the aquarium.
3. Sasha swam _____ up and down in the big aquarium.

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4. Drop the songs of _____ pipe.

5. On _____, Neeraj Chopra emerged as India's first track-and-field Olympic gold-medalist.

D. Put 'True' for right statements and 'False' for wrong statements.

1. Sindbad was a merchant.
2. Neeraj was attracted to this game just after seeing Jaiveer Chaudhary who has represented Haryana in Javelin Athlete.
3. Neeraj got 'the Naib Subedar Army job' because of his father's reference.

D. Answer the following questions.

1. Whom did Sindbad joined?

_____

2. Why did Sindbad escape from the wooded island?

_____

3. What does Anwar see on the rock by the roadside?

_____

4. Where was the aquarium located?

_____

5. What did the piper do in the end?

_____

6. Describe the army of king Porus.

_____

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MODEL TEST PAPER 2



A. Multiple Choice Questions:

1. Television was invented by.
   a) Marconi. ☐ b) John Logie Baird. ☐
   c) Faraday. ☐ d) James Watt. ☐
2. When Joe started limping up the slope, he saw a
   a) bear. ☐ b) lion ☐
   c) cub ☐ d) monkey ☐
3. Which PSLV was used for Mars Mission?
   a) C25 ☐ b) C12 ☐
   c) C19 ☐ d) C21 ☐
4. This clear enough the elephant is very like a _____.
   a) Giant ☐ b) Snake ☐
   c) Tree ☐ d) Rat ☐
5. The mind can be best kept calm by
   a) eating healthy ☐ b) doing meditation ☐
   c) biting nails ☐ d) playing games. ☐
6. The Sinha family will travel by _____ to reach Shimla.
   a) bus ☐ b) train ☐
   c) car ☐ d) aeroplane ☐

B. Fill in the blanks:

1. As Joe and his father drove towards the jungle, the _____ and _____ of the city started fading away.
2. The car crashed into a big _____.
3. When I decided to play up she fixes me with a _____.

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3. Galileo discovered Mars in the Year of _____.

4. The Sinha family will travel by _____ to reach Shimla.

C. Think and answer.



1. Why should one practise yoga under the supervision of a yoga expert.
2. Identify the yoga postures shown in the pictures given below. Name them.

D. Answer the following questions.

1. What did Ria feel about viewing television?

_____

2. What did the little cub do when it saw hungry?

_____

3. What does the phrase "Trembling like an autumn leaf" mean?

_____

4. What is PSLV-C25?

_____

5. What did the fifth man do? What became clear to him?

_____

6. How should you meditate and what are its benefits?

_____

7. What was the station master's plan to get the children back into the train?

_____

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