Coursebook
Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the **skills to listen, read, write and express effectively**. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a **self-reliant learner**, adept at proper use of the language and good communication.

Age and language-appropriate **thematic** literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of **integrated** and thematic curriculum.

**Approach**

- covers the syllabus laid by the NCERT
- learner friendly page layout with colourful illustrations
- themes from the pupils’ immediate world progress steadily to themes relating to things and situations of the wider world
- varied exercises for assessments, graded development of Higher Order Thinking Skills
- integrated learning through systematic and meaningful context for grammar, vocabulary and other essential language skills
- interesting age appropriate text and stimulating multiple intelligences based exercises
THE COURSE PACKAGE

- Thematic lessons and poems
- Concept elaborations
- Wide range of Skill building activities ranging from LSRW to life skills, phonics, free reading and HOTS
- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focussed skill building
- Teacher support manual
- Consists of activities to support concepts and skill incorporated in the Textbook
- Includes guidelines, assessments, answers and checklist
- Relevant resources to aid learning process
- Includes resources for teachers and learners

THE TEXTBOOK UNIT ELEMENTS

In this unit: Learning Objectives are listed at the beginning of each unit

Getting Started: Visual stimuli and activities lead in to each unit

Phonics Fun: Develops phonemic awareness and knowledge of sound patterns
Supports word blending

Vocabulary: Learning through the context of the theme and text

Plug-In: Application of tenses and punctuation

Listening: Numerous hands-on age appropriate tasks

Language Ladder: Grammar topic is introduced with a focus on structure, the topic is elaborated in the reading text

Pre-reading: Stimulating and interest building activities
Initiates pre-reading discussion, presentation and exploration

Writing: Modelled on the reading texts and focusses on building prowess in structures (syntax), vocabulary, punctuation and tenses through scaffold and practice

Understanding: Variety of questions – MCQ, fill ups, factual, inferential and analytical

Learning Link: Establishes a connect between various topics through tips and reinforcement

Celebrating Poetry: Poems as per the theme

Reading: Variety of genres-short stories and word support with each text
Stories and poems to read, enjoy and think about

Practising Grammar: This section practises the concept introduced earlier in the unit through systematic graded exercises

Speaking: Focusses on oral interaction as a process and is based on the theme and text type of the unit

Enrichment: Sums up the unit with components such as life skills and self reading exercises
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What do you do when you make a mistake? Some of us lie to escape from its guilt or to gain advantages. But, the truth finally comes out. Being honest never brings us down. A good person is always honest no matter how painful the truth is.

1. What is the lesson to be learned from ‘The Boy Who Cried Wolf’?
   a. Shepherd boys should be trusted.
   b. Liars deserve a second chance.
   c. No one trusts a liar.
   d. It’s okay to lie if you’re bored.

2. In ‘The Boy Who Cried Wolf’, what was the result of the shepherd boy’s lies?
   a. The Master was deceived.
   b. The villagers were attacked.
   c. The shepherd boy was killed.
   d. Some of the sheep were killed.

Have you ever faced a problem because you lied? Share your experience in class.
Listen to the passage about folk tales. Fill in the blanks to complete the sentences.

1. Folk tales consist of magical creatures, animals ________ and ________.  
2. Every country has ________.  
3. The Panchatantra is a ________ of folktales from ________.  
4. Momotaro is a folk tale from ________.  
5. The story of Aladdin started as a folktale in ________.  

The /sh/ and /ch/ Sounds  

Read the sentences aloud.  

Cheah got her shirt dirty.  
She should really change it.  
Her friend has one to share.  
It is a check shirt with a chain.  
She surely likes it very much.  

The letters in orange have the /ʃ/ sound and the letters in blue have the /tʃ/ sound.  

1. Read the words. Underline the words that have the /ʃ/ sound and circle the ones with the /tʃ/ sound.  

<table>
<thead>
<tr>
<th>chop</th>
<th>cash</th>
<th>chug</th>
<th>ship</th>
<th>rich</th>
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2. Read the sentences. Colour the letters that have the /ʃ/ sound in orange. Colour the letters that have the /tʃ/ sound in blue.  

a. Sharon chooses chocolates shake as she can't chew the chips in her lunch.  

b. Cheating is an action that surely cheats your precious future.
Concrete and Abstract Nouns

Read the sentences.

Many years ago in China, there lived a boy named Shui. He loved flowers the most.

Notice the highlighted words. They are nouns.

These are the names of things that we can touch and see. These nouns are called **concrete nouns**.

Now read these sentences and notice the highlighted words.

One day, the Emperor came up with a marvellous plan.

I have learnt the goodness of honesty.

The highlighted words are nouns.

Can you pick up a leaf? Yes you can, it is a concrete noun. But can you hold ‘plan’ or ‘honesty’ in your hands? Of course not! They are abstract nouns.

There are the things we cannot touch or see, but we can talk about them. These are called **abstract nouns**.

An abstract noun can be a word for an action, event, idea, emotion or quality.

Pre-Reading

The more qualities you have, the better person you are. In each petal, write one good character trait that you already have or would like to have.
Let us read about a young boy who loved planting flowers and and believed in honesty.

Many years ago in China, there lived a young boy named Shui. He was intelligent and sincere, and loved flowers the most. He had planted almost all types of flowers in his garden. Nothing pleased him more than watching the lilacs, lilies and orchids as they *bloomed* during springtime.

Shui admired the Emperor of the land because like Shui, he also loved flowers. The Emperor also loved children but had none of his own. So the Emperor decided to choose one of the children of his land to be his *successor*. One day as he *wandered* through his garden, he came up with the most *marvellous* plan to find the next emperor.

The very next day, the Emperor called all the children of the kingdom to his palace. He gave one seed to each child. “Come back in one year. Whoever will grow the finest flower from these seeds will be the next emperor,” the Emperor declared.

*bloomed* – produced flowers

*his successor* – the next emperor

*wandered* – walked aimlessly

*marvellous* – extremely good
The children ran from the palace smiling. All they had to do was grow a plant and they would be the emperor. Shui did not see it as an opportunity to be the emperor. Instead, he was excited about planting the seed and adoring its beautiful flowers.

As soon as he got home, Shui found a clay pot made by his Grandpa. He thought that the clay pot would be just right to grow his seed in. He found rich, black soil that had many worms in it to make it nourishing. He filled the pot with the soil. Then he sowed his seed, carefully covering it with the soil.

Shui set the pot in the sun and tended the seed with all his devotion. He was careful neither to give it too much water nor too little. At the proper times, he treated it with manure and was careful to protect it from ants, birds and sparrows.

As the months passed, Shui’s garden was filled with vibrant colourful flowers, but nothing sprouted in his pot. “That’s odd,” he said disappointedly.

He moved the pot to another window for proper sunlight. Nothing happened. He tried watering his plant more and even singing to it. But the seed did not grow.

He visited every gardener he knew, and to each he told the tale of his seed. No one knew what was wrong.

The time was nearing to return to the Emperor. Shui was disheartened.

His Grandpa consoled him, “You did your best, Shui. You were caring and patient. Be honest with the Emperor. It will be enough.”

On the appointed day one year later, Shui walked to the palace with an empty pot. His heart was nearly breaking with disappointment.
When he arrived, a sea of children stood before him. Each child was holding a pot with **pleasant** flowers planted in it. Shui had never seen a sight so beautiful. Some of his sadness left him as he inhaled the fragrances of the **blooms**.

The orchids were **delicate and elegant**, the lilies were **fragrant** and full, the roses bursting with colour. Their owners held them proudly. “Look at mine!” they called excitedly, holding their plants high as the Emperor walked through the children. He nodded pleasantly as he passed by, noting all flowers in every shade of the rainbow.

He **frowned** when he saw Shui’s pot. “You brought me an empty pot!” he **exclaimed**. Shui hung his head. He said, “I’m sorry, Emperor. I cared for my seed, but as you see, I was not able to grow a flower for you.”

The emperor’s face lit up with a smile brighter than the flowers all around him. “You are my successor,” the emperor said, taking Shui’s hands in his.

“But sir, I am the only one here who has failed,” Shui exclaimed.
The Emperor smiled and said, “There is only one among you who is honest enough to be the emperor.” “The seeds that I gave were cooked so they could never grow. These wonderful plants you all have shown me did not come from the seeds that I distributed.”

Now, the other children looked ashamed, because they had not been honest. Shui not only took good care of the seed but was also honest enough to show his empty pot to the Emperor.

And so it was an honest boy with the empty pot who became successor to the Emperor.

*Chinese folk tale*

1. **Answer the following questions.**
   a. What were the children asked to do to become the next emperor?
   b. Why was Shui excited about the challenge?
   c. What did Shui do to grow the seed?
   d. Why did the Emperor choose Shui to be the next emperor?

2. **Find out the synonyms of the following words from the story.**
   a. roamed  
   b. planted  
   c. planted  
   d. embarrassed

3. **Think and answer the following questions.**
   a. How do you think the rest of the children grew the plants?
   b. It is your result day and you know that you have not scored very well. But you actually studied hard for the exams. What would you say to your parents before getting the result? Would you blame the teacher for not giving you good marks or tell them the truth?

4. **If you were the Emperor of China, what three qualities would you like your successor to have in addition to honesty? Also, write down how these qualities will help the empire.**
Word Association

Read the words given in the box. Write these words in the sections they are related to.

Vocabulary

soil  prince  sunlight  excited  patience  emperor
sow  honesty  cared  palace  sincerity  disheartened

Gardening

Kingdom

Emotion

Moral Values

There are many words that help in expressing our feelings. Let’s read about them.

Words related to feelings

Nouns

Shui took good care of the seed.

Some more examples: joy, fear, friendliness, jealousy, etc.

Verbs

Shui respected his grandfather.

Some more examples: like, respect, adore, envy, etc.

Adjectives

Shui was excited to grow flower for the Emperor.

Some more examples: angry, happy, surprised, confused, etc.

Adverbs

The Emperor spoke kindly to the children.

Some more examples: surprisingly, fiercely, rudely, grumpily, etc.
1. Think of one more word related to feelings for each part of speech given on the previous page. Also, make a sentence using each word.

2. Read the sentences. The underlined words show feelings. What do you think they mean? Write their meaning.
   a. Nothing pleased Shui more than watching his flowers bloom.
   b. The children were full of admiration for the Emperor.
   c. Shui took care of his plants with utmost devotion.
   d. “That’s odd,” said Shui in disappointment.
   e. He nodded pleasantly as he passed by.

Practising Grammar

Concrete and Abstract Nouns

Let’s Catch Up

• A concrete noun is the name of a thing, person, place or animal that can be observed through one or more of our five senses.
• An abstract noun is a word which could be an action, event, idea, state of mind or quality.

1. Complete the following sentences with suitable abstract nouns. You can use the word box for help.
   wisdom  disappointment  devotion  plan  childhood

   a. The emperor devised a clever _________ to find his successor.
   b. The grandfather could see Shui’s _________ on his face.
   c. Shui’s grandfather showed _________ and consoled Shui.
   d. Shui spent his _________ in China.
   e. Shui tended the seed with _________.

2. Circle the concrete nouns and underline the abstract nouns.
   a. He was given an award for his courage.
   b. Seema thinks that happiness is most important in life.
c. Shui was declared the next emperor for his honesty.
d. The art teacher applauded his creativity.
e. My mother believes in justice above all.
f. India got freedom in the year 1947.

3. In the following sentences make abstract nouns from adjectives by adding the suffix –ness.

a. The emperor was smart to give the children cooked seeds. What quality of the emperor did we see here? __________
b. The Emperor was fair in choosing Shui as his successor. What quality did we see here? __________
c. Shui was fearless in telling the Emperor the truth. What quality did Shui show here? __________
d. The children were happy to show their flowers to the Emperor. What emotion did the children show here? __________

Speaking

Invitation

Have you ever invited someone to your place for dinner or to attend a party? What did you say? Here are some expressions you may use to invite someone.

Helping Hand

It’s my birthday on …
I’m having my birthday party on …
I would like to …
Please come to …
It would be great if you could …
I will be delighted to have you over for …

Suppose you are Shui, the new prince of China, and you are planning a birthday party. Invite your friends to your party at the palace by using the expressions you just learnt.
A summary tells us the main points of a story. It consists of five important parts. Use the format given below to write a summary of the story.

1. **Characters**

   These are the people, animals or things that take part in the story.

   The story is about ...

   ______________________________________
   ______________________________________

2. **Setting**

   This is when and where the story takes place.

   The story takes place _________ ago in ________________.

3. **Problem**

   This is a challenge/a difficulty/a problem that the main characters have to face in the story.

   • The Emperor did not have ________________________.
   • He distributed ________________________________.
   • He said that the child who would grow the best __
     ________________________________________________.
   • Shui _________________________________________
     but his seed did not ____________________________.

4. **Solution**

   This is how the problem is solved in the story.

   • Grandpa advised Shui __________________________
     ________________________________________________.
   • Shui went ______________________ to the palace.

5. **Ending**

   This is the end of the story.

   • The emperor praised Shui for his ________________.
   • Shui was declared ______________________________.
The Simple Present Tense

Read the sentences.
Rohit and his Grandpa love their garden. They keep it clean and beautiful. He brings water in a bucket. He waters the plants.

The verbs in colour are in simple present tense.

We use the simple present tense when we talk about:
• **something that is true in the present**
  I am nine years old.
  You live in Agra.
  She never plays football.

• **something that happens again and again in the present**
  I play football every weekend.
  Riya and Suzzane sometimes go to the cinema.

• **something that is a fact**
  An adult human body contains 206 bones.
  Water freezes at zero degrees Celsius.

Fill in the blanks with the simple present tense of the verb given in the brackets.

1. I usually ____________________ (go) to the park every evening.
2. Shui and Grandpa ____________________ (visit) the garden often.
3. You ____________________ (play) basketball once a week.
4. Tarun ____________________ (work) every day.
5. He always ____________________ (tell) us funny stories.
6. She never ____________________ (help) me with my homework.
7. Mala ____________________ (swim) twice a week.
8. Vrinda ____________________ (take) care of her sister.
9. Jatin never ____________________ (miss) the class.
The Boy Who Never Told a Lie

Once there was a little boy,
With curly hair and pleasant eye -
A boy who always told the truth,
And never, never told a lie.

And when he **trotted** off to school,
The children all about would cry,
“There goes the curly-headed boy -
The boy that never tells a lie.”

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
’Twas said, “There goes the honest youth.”

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
“Because he never tells a lie.”

—Anonymous

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**Poem Appreciation**

1. **Answer the following questions.**
   a. Why did everyone love the boy?
   b. Which words in the poem are used to describe the boy?
   c. Read the lines and answer the questions.

   “And when he trotted off to school,
The children all about would cry,
There goes the curly-headed boy –
The boy that never tells a lie.”
3. Discuss in class.
   a. Identify the name of the character in the picture. Why does he have such a long nose?
   b. Why do you think people lie? Would you like to make friends with someone who lies all the time?

2. Read the words given in the box. These words describe different qualities that people have. Classify them as Good or Bad and write them in the correct column.

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<th>Bad Characteristics</th>
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<td>rude</td>
<td>arrogant</td>
</tr>
<tr>
<td>honest</td>
<td>lovable</td>
</tr>
<tr>
<td>humble</td>
<td>respectful</td>
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<tr>
<td>arrogant</td>
<td>helpful</td>
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<tr>
<td>lovable</td>
<td>selfish</td>
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<td>respectful</td>
<td>selfless</td>
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<td>helpful</td>
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<tr>
<td>selfish</td>
<td></td>
</tr>
<tr>
<td>selfless</td>
<td></td>
</tr>
</tbody>
</table>

i. Who trotted off to school?
ii. What would the children cry?
I pledge to practise good manners every day.
I pledge to say “please”, “thank you” and “you are welcome.”
I pledge to respect and obey my parents and elders at all times.
I pledge to be kind to my brothers and sisters and my friends and neighbours.
I pledge to say sorry and ask for forgiveness when I am wrong.
I pledge to do my part in keeping a clean and healthy environment.
I pledge to treat others the way I would like them to treat me.
I pledge to practise good manners, and do my part to build a more polite and happy world.

Answer the following questions using the polite words/phrases given in the box.

Are you okay?  Pardon me.  Nice to meet you.  Excuse me.  Please

1. What should you say to get someone’s attention?
2. If you see someone upset or having a bad day, what would you say?
3. When you meet someone, what would you say?
4. How do you politely ask someone to repeat what they just said?
5. What do you say if you ask someone for a favour?
Some animals live in groups. Let’s learn about interesting names of some animal family groups.

a *rhumba* of rattlesnakes  
a *thunder* of hippos  
a *colony* of bees

Now, name some more interesting animal family groups.

- parliament  
- shiver  
- murder  
- army

an _________ of  
a _________ of  
a _________ of  
a _________ of  
caterpillars  
owls  
crows  
sharks
Home Sweet Home

Listening

Listen to some interesting facts about animal families and match the columns.

1. one meerkat
   - protect the queen
2. a family of meerkats
   - a troop
3. a family of gorillas
   - a clan
4. elephants
   - form nursing units
5. young ants
   - takes up guard duty

Phonics Fun Aa Long and Short Sounds of /o/

Read the sentences aloud.

Long long ago,
I saw an ant on a rock,
Far away from home.
She had a golden stone.
She rolled it all alone
For she had a strong backbone.

The words highlighted in red have the short sound of /o/. The ones that are in blue have the long sound of /o/.

1. Some words with long /o/ sound are given below. Write one rhyming word for each of them. Make sure they have the long sound of /o/.

   bone: ______  glow: ______  wrote: ______  boat: ______
   throw: ______  oat: ______  know: ______  soap: ______
2. Some words with short /o/ sound are given below. Write one rhyming word for each of them. Make sure they have the short sound of /o/.

knot: ______ prop: ______ shot: ______ crop: ______
got: ______ cop: ______ lot: ______ top: ______

Language Ladder

Types of Sentences

Sid is talking to his friend Aadi. Let’s see what they are talking about.

Oh no Aadi! I completely forgot about tomorrow’s test on Subject and Predicate. Can you help me revise the topic?

Sure. A sentence has two parts: a subject and a predicate. The subject tells us what the sentence is about and is a noun or a pronoun. The predicate is the verb and the rest of the sentence. Write it down before you forget.

When Sid and Aadi were talking, they used four kinds of sentences.

1. Declarative – These sentences tell us something, they are statements and always end with a full stop (.). **Example:** I completely forgot about tomorrow’s test on Subject and Predicate.

2. Interrogative – These sentences are used to ask questions and they always end with a question mark (?). **Example:** Can you help me revise the topic?

3. Imperative – When we tell someone to do something, we use these sentences. These sentences also end with a full stop (.). **Example:** Write it down before you forget.

4. Exclamatory – These sentences express strong feelings. They end with an exclamation mark (!). **Example:** Oh no Aadi!
The title of the story reads ‘Home Sweet Home’. Guess what the word ‘sweet’ is used for. Here are some clues to help you out.

I’m a liquid but I’m not water.
I’m sticky but I’m not glue.
I’m sweet but I’m not sugar.
I’m found in a comb but I’m not hair.
I’m made by an insect but I’m not silk.
I’m ________.

Like many children, Sid loves a lot of honey on his paranthas. Do you know where honey comes from? Let’s read the story to learn the secret of the sweet golden-brown treat.

“Grandma!” Sid called. “Where is Mommy? I am as hungry as a church mouse!”
Sid was just back home from his football coaching. He was all messy and sweaty.

“Look at you, all smeared with mud. Go, take a bath first! Change your clothes and then come down. I’ll make your favourite paranthas for you!” said Grandma.

“Wow! I’ll be back in a jiffy! I can’t wait to eat my favourite paranthas!” said Sid in excitement.

“Where is Mommy, Grandma?” asked Sid.

“Your mother has gone out to buy groceries. She’ll be back in an hour,” Grandma told Sid while rolling the dough to make the paranthas.
The *parantha* looked delicious. But his favourite *parantha* spread was missing.

“Grandma, please put some honey on the *parantha*. I love *paranthas* with honey,” requested Sid.

Grandma took a **dollop of honey** and put it on the *parantha*.

“Grandma, please add some more honey. This isn’t sweet enough for me,” Sid said.

Grandma put some more honey.

“Now! This looks yummy,” said Sid.

“Grandma, where does honey come from? Who makes it? Is it made in a factory? Why is it so sweet?” asked Sid licking the sweet, sticky golden-brown liquid on his *parantha*.

“It takes a real family effort to make something as sweet and delicious as honey,” remarked Grandma. Sid was puzzled,

“A family makes honey!” “Not any family, a family of bees constantly working together and helping each other,” said Grandma.

“A family of bees makes honey? Really Grandma?” asked Sid with a surprised look on his face.

“Yes, you heard right!” said Grandma.

“Grandma continued, “Bees are the only insects that make food that people can eat. They live in *hives*. They have their own kingdom headed by a queen bee.

A colony of bees can contain between 15,000 to 60,000 bees, but there is only one queen bee. The queen bee lays eggs and runs the whole hive.

Other bees are worker bees. They take care of different things such as building the *honeycomb*, cleaning it, feeding the young bees and making honey. Some bees act as guards and protect the hive.”

“How do they make honey?” asked Sid.
“Honey-making starts when bees start looking for flowers that have nectar, such as the sunflower. Nectar is a sweet liquid produced by flowers and bees love it! They suck it up using their tongue which is hollow like a straw. The flower that a honey bee goes to must have nectar, otherwise it will move on,” Grandma explained.

“So, the nectar is honey!” Sid guessed. Grandma smiled and replied, “No, my dear. A bee collects nectar from a lot of flowers and carries it back to the hive. All the nectar-collecting bees keep the nectar in a honey cell. This lot of nectar is watery and light. The bees fan the nectar with their wings to remove the water. What’s left is the sweet, sticky, golden-brown tasty liquid called honey.”

Sid replied, “Bees really work hard to make honey. Grandma, I have also heard about bee-farming. What is that?”

“A lot of people do bee-farming. They are called beekeepers. They use man-made hives for the bees to live in. These hives look like a stack of boxes. Inside the boxes, there are several partitions where bees build honeycombs to store their honey.

“Oh! Now I know why there is always a bee printed on a bottle of honey. Because bees make honey!” said Sid licking the honey off his fingers as he finished the parantha.
1. Write true or false for the following statements.
   a. Sid had returned from tennis coaching.
   b. Sid’s mother was not at home when he returned.
   c. Grandma asked Sid to eat bread and honey.
   d. Grandma explained to Sid how honey is made.
   e. Butterflies make honey.

2. Answer the following questions.
   a. What does the queen bee do?
   b. What do the worker bees do?
   c. Name the liquid that bees collect from flowers.
   d. Why do bees fan the nectar with their wings?
   e. How do bees store honey in a man-made hive?

3. Think and answer the following questions.
   a. Why do bees keep buzzing around flowers?
   b. When honey is ready to be harvested, beekeepers wear special clothes that cover their bodies completely. Why do you think beekeepers wear special clothes?

4. Look at the pictures and write the step-by-step process of honey-making.
Similes and Metaphors

A **simile** describes an item by comparing it with something else. We use *like* or *as ... as* in a simile.

Descriptions become more interesting when we use similes.

Sid was **as hungry as a church mouse**.

The tongue of a bee is hollow **like a straw**.

A **metaphor** is just like a simile but it does not use the words *like* or *as ... as*. It compares one thing with another by saying that it is the other. The two things being compared have a common feature.

**Sid** was a hungry **church mouse**.

**The tongue** of a honeybee is a **straw**.

**Common Feature**

Both Sid and a church mouse are hungry.

Both the tongue of a honeybee and a straw are hollow.

1. **Find metaphors and similes in the following sentences. Write ‘S’ for similes and ‘M’ for metaphors.**

   The stars formed a blanket over the earth.
   
   **__________**

   Sid says, “My brother is a couch potato.”
   
   **__________**

   Sid’s bag is as light as a feather.
   
   **__________**

   Sid’s principal is as cool as a cucumber.
   
   **__________**

   My sister knows all about honeybees. She is a walking encyclopaedia.
   
   **__________**

   He works like a snail.
   
   **__________**
2. Complete the following sentences using appropriate similes and metaphors. Take hints from the given pictures.

a. The miser has a heart of ________.

b. It has not rained in Maharashtra – the land is as dry as a ________.

c. Mike was so embarrassed when he went blank on stage that he became as red as a ________.

d. The siblings look just like each other. They are two ________ in a pod.

e. Anny was so tired that she slept like a ________.

Practising Grammar

Types of Sentences

Let’s Catch Up

- The **subject** tells us what a sentence is about, and is a noun or a pronoun. The **predicate** is the verb and the rest of the sentence.
- **Declarative, imperative, exclamatory** and **interrogative** are the four kinds of sentences.

1. Identify whether the underlined parts of the sentences are subjects or predicates.
   a. Aadi has studied for the test.
   b. Sid is writing in his notebook.
   c. The big brown notebook is lying on the desk.
   d. Sid’s pencil is worn out.
   e. The pencil, old and worn out, is Sid’s favourite.
2. **Circle the subjects and underline the predicates in the following sentences.**
   a. It is the day of the test.
   b. The old, worn out pencil is still with Sid.
   c. He refuses to use a new pencil.
   d. Sid has bought a new eraser for the test.
   e. Yesterday's revision has made Sid confident.

3. **State whether the following sentences are declarative, interrogative, imperative or exclamatory.**
   a. Grandma makes really good *paranthas.*
   b. Do honeybees live in nests?
   c. Ouch! A bee just stung me!
   d. I did not know bees could sting so badly.
   e. Do you know what to do now?
   f. Wash the area where you got stung with soap and water.
   g. Make a paste of baking soda and water and apply it where you got stung.
   h. You know a lot about bees!

4. **Sid’s grandma asks him about his test. Use different kinds of sentences (as mentioned in the brackets) to complete their conversation.**

   **Grandma:** (Interrogative) _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________

   **Sid:** The test went really well. I’m glad Aadi helped me revise the topic.

   **Grandma:** (Exclamatory) ____________ (Imperative) ________________

   **Sid:** Alright grandma. I will not forget to thank Aadi tomorrow.

   **Grandma:** Look at the time! (Declarative) _________________________________________________________________________

   **Sid:** You’re right, I must get ready for football practice.
Oral Recount

You are a worker bee. At the end of the day, each worker bee gives an oral recount to the queen bee about the day. Play the role of a worker bee and give an oral recount of your day.

• First, spend some time thinking about what a worker bee does. Then, think what all you would have done if you were a worker bee.
• What places did you visit to collect the nectar?
• What did you do in the beehive?
• How did you help the other bees?
• Decide what you want to say and make sure that your points are in order.

Fact Page

Read the fact page about honeybees.

Facts About Honeybees!

Out of 20,000 species of bees, only four make honey.

Honeybees perform a dance to inform bees in their colony about a food source or a new home.

Honeybees have five eyes and four wings.

Honeybees are the only insects that produce food that is eaten by people.

The average honeybee actually makes only one twelfth of a teaspoon of honey in its lifetime.

The honeybee is not born knowing how to make honey. The younger bees are taught by the more experienced ones.

Only female honeybees can sting.
Search the Internet for some interesting information about any other insect or animal that lives in a family. Write the information in your own words and design an interesting fact page for it. Illustrate your fact page with pictures and drawings.

**Plug-In**

The Present Continuous Tense

Read the conversation between Sid and his grandma.

 Grandma: Sid, can you hand over your plate? I am doing the dishes right now. 

 Sid: In a minute. I am still eating my parantha.

 Grandma: Can you wash your plate yourself? I’m in a hurry. I am going out for a play tonight, I don’t want to be late.

 Sid: Of course Grandma. Don’t worry and enjoy the play.

The highlighted words are in the present continuous tense.

We also use the present continuous tense for:

- a temporary action or event that is taking place in the present time.
  *Example:* The bee **is hovering** around the flower.

- a habit or something that we often do. We add words like always, constantly and forever.
  *Example:* The bees **are always buzzing** around the flowers.

- an event planned for the future.
  *Example:* We **are travelling** to Cochin tomorrow.
1. Fill in the blanks with is/am/are and the present continuous form of the verbs in brackets.

a. Grandma _________ (watch) the play with great interest.
b. Her friend _________ (eat) popcorn.
c. The actors _________ (play) their roles very well.
d. The audience _________ (enjoy) the play.
e. Someone _________ (sleep) in the theatre.
f. “I _________ (wait) for the end,” says Grandma’s friend.
g. Grandma _________ (ask) her friend to be quiet.

2. Write 7 sentences in the present continuous tense to describe the picture.
Grandparents Are the Best

You give me love and guidance,
You teach me right from wrong.
You help me build up confidence.
You teach me to be strong.

I know you’re always on my side,
You are my biggest fans.
Your love you never try to hide.
You help me do everything I can.

But that’s just half the story.
The rest just makes me glad.
’Cause you’re much more than that you see.
The best grandparents I could ever have!

—Anonymous

Poem Appreciation

1. **Answer the following questions.**
   a. What are the many things the poet’s grandparents do?
   b. What makes the poet glad?
   c. Why does the poet think that the grandparents are his/her biggest fans?
   d. Do you help your grandparents? How?
   e. Write about five things that your grandparents love to do for you.
   f. Read the poem. Underline words with the long and short sounds of /o/. Write them in your notebook.

2. **Grandparents do so much for you. Think of ways in which you can help your grandparents and show them you care. In pairs discuss how you can say thank you to your grandparents.**

3. **Draw a family tree and paste pictures of your family members in it. Write your relationship with each of them and also write a sentence about each member.**
Honeybees live merrily in a family and teach us to do the same. Here are some lessons we can learn from honeybees.

- Honeybees get extraordinary things done by working together. For them, co-operation is the key to their success.
- The sweetness of honey depends on the quality of teamwork. Every honeybee knows and does its job well. This shows that distribution of work is very important.
- Honeybees are always prepared for food shortage as well as disasters. They understand that hard times happen.
- Honeybees believe in sharing. They know there is plenty for everyone.
- Bees are great communicators. They buzz to pass messages around their colony. Honeybees understand the importance of communication.

In class, discuss how you can apply these lessons in your lives and be a happy family.
Look at the picture. Circle the names of the things that have been invented and underline the ones that have been discovered.

**AMAZING SCIENCE**

Have you ever wondered how the Egyptians built the pyramids? Or how we send rockets into space? Or how today, we can send an e-mail to a person sitting thousands of miles away. Science has made it all possible. No matter how big or small these things seem today, they all are the results of scientific enquiry and study.

**In this Unit:**
- Phonics: The /æ/ & /e/ Sounds
- Grammar: Conjunctions
- Reading: Eureka! Eureka!
- Vocabulary: Collocations
- Writing: Informal Letter
- Poetry: Newton’s Gravity

**Learning Link**

**Invent** means to design or create.

**Discover** means to be the first to find something.
Listen to the passage and answer the questions that follow.

1. What did Galileo invent?

______________________________________________________________________________

2. What could he do with the help of his invention?

______________________________________________________________________________

3. Was the knowledge about Moon’s surface an invention or a discovery?

______________________________________________________________________________

The /æ/ sound is found in words such as bat. The /e/ sound is found in words such as wet.

1. In the given table, colour the words with the /e/ sound in blue and the ones with the /æ/ sound in orange.

<table>
<thead>
<tr>
<th>stand</th>
<th>act</th>
<th>hand</th>
<th>notepad</th>
<th>manage</th>
</tr>
</thead>
<tbody>
<tr>
<td>grand</td>
<td>man</td>
<td>extend</td>
<td>went</td>
<td>heavy</td>
</tr>
<tr>
<td>spent</td>
<td>men</td>
<td>president</td>
<td>jammed</td>
<td>ready</td>
</tr>
</tbody>
</table>

Note: Refer to a dictionary for the correct pronunciation of the words.
2. Unscramble the letters to write meaningful names. Now, circle the letters with the /æ/ sound and underline the letters with the /e/ sound.

<table>
<thead>
<tr>
<th>Conjunctions can ....</th>
<th>Part 1 of the sentence</th>
<th>Conjunction</th>
<th>Part 2 of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>... join two or more words, phrases or ideas.</td>
<td>Thomas Edison was an inventor</td>
<td>and</td>
<td>a businessman.</td>
</tr>
<tr>
<td>Example: and, also</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... show when something happened.</td>
<td>He successfully developed the light bulb</td>
<td>after</td>
<td>failing many times.</td>
</tr>
<tr>
<td>Example: when, while, before, since, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... join two different ideas.</td>
<td>As a child he did not go to a regular school</td>
<td>but</td>
<td>he learned to read and write.</td>
</tr>
<tr>
<td>Example: although, yet, still, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... give reason.</td>
<td>He was very successful</td>
<td>because</td>
<td>he never stopped learning.</td>
</tr>
<tr>
<td>Example: as, since, so, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a king's crown. The king doesn't know whether the crown is made of pure gold or not.

**How can you help him to find out? Discuss with your partner and share your answers in class.**
Archimedes was a scientist and inventor. He lived in the city of Syracuse. Let us read a story about one of his discoveries.

The King of the land wanted to wear a crown of gold.

Some days later, the goldsmith brought the finished crown.

The King wanted to learn the truth so he asked Archimedes for help.

The next morning, Archimedes went to take a bath and was busy thinking about the problem. He slipped and fell into the bathtub.

Learning Link

The word fashion has two meanings, we all know the first one. The second one is to make something.

suspect – to doubt or distrust someone

displaced – took the place of something, or moved something out
Forgetting everything else, he leaped out from the bathtub. Without even stopping to dress himself, he ran through the streets to the palace.

Archimedes reached the palace and eagerly informed the king about his findings.

Eureka! Eureka!

You can perform any experiment you want to. Please put on some clothes first!

Archimedes started with the experiment. He immersed the crown in water.

Archimedes proved that the crown was not made of pure gold. The goldsmith was punished and Archimedes was praised by the king.

If the crown is pure gold it will displace the same amount of water as displaced by the ten pure gold coins. In case it is not pure gold it will displace a different amount of water.

eureka – I have found it.
eagerly – with excitement and enthusiasm
immersed – to cover something completely in a liquid
1. Who said the following words and to whom?
   a. “It shall be as you wish!”
   b. “Find out if this crown is really made of pure gold.”
   c. “The colour of the crown does not look right.”
   d. “I have discovered how to check the purity of the gold crown.”

2. Find the conjunctions used in the story. Also, write the parts of the sentences connected.

<table>
<thead>
<tr>
<th>Part 1 of the sentence</th>
<th>Conjunction</th>
<th>Part 2 of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The King wanted to learn the truth</td>
<td>so (‘So’ is used to give reason)</td>
<td>he asked Archimedes for help.</td>
</tr>
</tbody>
</table>

3. Answer the following questions.
   a. Who was Archimedes? Where did he live?
   b. What task did the King give to Archimedes?
   c. What did Archimedes notice while taking a bath?
   d. How did Archimedes prove that the goldsmith was a cheat?

4. Think and answer the following questions.
   a. The crown was not made of pure gold. What do you think the goldsmith had mixed with the gold?
   b. Use the Internet to find out the origin of the expression “Eureka!” When do we use this expression? Also, frame a sentence of your own using the word.

5. Archimedes designed a screw to transfer water from one place to another. It is called the Archimedes’ Screw. Find any two places where it is still used.
Collocations

Note the highlighted phrases in the following sentences.
The goldsmith made a mistake.
The phrase ‘made a mistake’ is a collocation.

There are certain words that go together. These words are called collocations. They make the English language sound more fluent and natural.

Let’s look at some collocations with the words, ‘do’ and ‘make’.

Do your hair.  Do the dishes.  Make the bed.  Make a phone call.

Some more collocations:
The king had high expectations from Archimedes.
The goldsmith was in deep trouble when he was found guilty.
Archimedes thought at length about the problem.

‘At length’ here means in detail and for a long time.

1. Fill in the blanks using ‘make’ or ‘do’.
   a. Will you ______ the cleaning?
   b. He’ll ______ a good brother.
   c. Alex, please ______ the laundry.
   d. Stop wasting your time! ______ some work.
   e. He is working hard to ______ money.
   f. Stop fighting! ______ peace.
   g. You should not think too much, just ______ a decision.

2. Write sentences using the following collocations:
   get home; take charge; have fun; give in; put on
Conjunctions join two words, phrases or parts of a sentence. They help in continuing an idea in a sentence.

1. Identify the conjunctions in each of the following sentences. Write the function they perform.

   a. The goldsmith had to make a crown of pure gold but he did not do it honestly.

      Conjunction: **but**, Function: It joins two different ideas.

   b. The King suspected the goldsmith, so he asked Archimedes for help.

      Conjunction: __________, Function: ____________________.

   c. Archimedes found a solution, although the problem was difficult to solve.

      Conjunction: __________, Function: ____________________.

   d. The goldsmith was punished since he had cheated.

      Conjunction: __________, Function: ____________________.

   e. Archimedes found the solution while he was taking a bath.

      Conjunction: __________, Function: ____________________.

   f. Archimedes ran towards the palace as he shouted the word Eureka.

      Conjunction: __________, Function: ____________________.

2. The king of Syracuse has received a coded letter from his Minister. Help Archimedes decode the letter by matching the two parts of the sentences with the correct conjunction.

   **Part 1**
   
   a. Your majesty, I am writing this message to tell you
   
      Conjunction: that
   
   b. We have safely transported the crops
   
      Conjunction: after
   
   c. The kingdom of Sparta will become our ally
   
      Conjunction: and
   
   d. We will march out
   
      Conjunction: because
   
   e. The journey back will be tough
   
      Conjunction: but
   
   **Part 2**
   
   i. the supplies are distributed to the people.
   
      Conjunction: after
   
   ii. other food supplies to the city of Sparta.
   
      Conjunction: and
   
   iii. of your generosity.
   
      Conjunction: because
   
   iv. we have successfully completed our mission.
   
      Conjunction: but
   
   v. we will reach Syracuse in two weeks.
Describing a Person

We can describe people by talking about how they look and behave.

Archimedes had a long unkempt beard. (looks)
He was a curious and impulsive person. (personality)
He would often be lost in his thoughts. (behaviour)

The king was a tall man. He had long hair. (looks)
He respected reason and intelligence. (personality)
He was curious to know about new things. (habit)

Describe yourself or any two people of your choice. They can be your friends or relatives. Use as many adjectives as possible.

Informal Letter

It is the year 1879. After many attempts, Thomas Edison has finally managed to make a long-lasting light bulb. He writes a letter to his wife, who is away on a vacation, to share his joy. Let us read the letter.

01 Menlo Park,
New Jersey
15 October 1879
Dear Mary,

I hope you and the children are enjoying your vacation. How is the weather there? It is getting colder here with every passing day. Anyway, I have great news for you.

I have finally developed a long lasting light bulb. It took a lot of time and patience. I could not have hoped to do this without your help, of course. I wish you and the
Comma and Apostrophe

A comma is mainly used to show us where to pause when we read. It is also used for listing things. Other uses of commas are:

1. **between the names of places**
   - Archimedes was born in Syracuse, which is in Sicily, Italy.
   - Thomas Edison was born in the state of Ohio, United States of America.

2. **after yes and no**
   - Yes, I would love to.
   - No, I don’t know her.

3. **when directly addressing someone**
   - Archimedes, I need your help.
   - I’ve found it, your Majesty.

**Apostrophe**

There are two functions of the apostrophe:

1. show contraction (omission of letters)
2. show possession

**Plug-In**

Now, imagine you have just invented something useful. Write a letter to your mother/father, informing him/her about it and share how you feel.

I am excited to think of how much this will change the lives of millions of people. I have to stop writing now. I have to prepare for a public demonstration. Do write back, and tell me about the vacation. I’ll be waiting for your reply.

Love,

Thomas

The **last paragraph** shows that the letter is going to end. We often ask the recipient to reply in this paragraph.

We **sign off** with a short expression such as Lots of love, Take care, or With love.

I’m sure you don’t know the answer.

Ben’s books and Joan’s paintings are on the table.
A contraction is a combination of two words which results in a single word. Some contractions are:

<table>
<thead>
<tr>
<th>is/am/are</th>
<th>will</th>
<th>have/has</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I’m</td>
<td>I’ll</td>
</tr>
<tr>
<td>you</td>
<td>you’re</td>
<td>you’ll</td>
</tr>
<tr>
<td>he</td>
<td>he’s</td>
<td>he’ll</td>
</tr>
<tr>
<td>she</td>
<td>she’s</td>
<td>she’ll</td>
</tr>
<tr>
<td>it</td>
<td>it’s</td>
<td>it’ll</td>
</tr>
<tr>
<td>they</td>
<td>they’re</td>
<td>they’ll</td>
</tr>
<tr>
<td>we</td>
<td>we’re</td>
<td>we’ll</td>
</tr>
</tbody>
</table>

1. **Insert commas where needed in the following sentences.**
   
   a. Thomas Edison worked on the phonograph the motion picture camera the light bulb and telegraphy.
   
   b. He developed the light bulb in his lab in New Jersey USA.
   
   c. Archimedes was a mathematician physicist astronomer engineer and inventor.
   
   d. Yes I can solve the problem.
   
   e. The goldsmith has cheated you your Majesty.
   
   f. Galileo lived in Florence Italy.

2. **Contract the words using the apostrophe correctly. Write the contractions in the space provided.**
   
   a. I am always ready for a party. ______________________
   
   b. You are not working properly. ______________________
   
   c. They have worked on this project. ______________________
   
   d. It is not easy to teach these naughty twins. ______________________
   
   e. They will reach the hall on time. ______________________
   
   f. I will be happy when this is finished. ______________________
Newton's Gravity

Hello, Class, I'm here!
To tell the story of Newton,
And what he didn’t share.
When an apple fell on his head,
“Ouch man, that hurt!” he said.
Isaac Newton wondered why
All things fall down from the sky
The falling apple raised a question,
Why do things fall in a downward direction?
There is definitely a strong pull,
That attracts everything and it's a rule.
Bingo!
Now, I'll call it "gravity",
That sounds like a complex activity!

—Anonymous

1. **Answer the following questions.**
   a. Who do you think is the narrator of the poem?
   b. What did Newton wonder about?
   c. How did Newton discover the strong pull?
   d. When do we use the word ‘bingo’? Name another similar expression.

2. **Think and answer.**
   a. Do you think Newton invented gravity or did he discover it? Why?
   b. Describe each picture and complete the story, ‘How Newton Discovered Gravity’.
Do you know that lightning is a form of electricity?

Back in 1752, there was a man named Benjamin Franklin. Curious about lightning, he did an experiment to prove that it was electricity. He went out into a thunderstorm to fly a special kite. He attached a silk string to one end of the kite and an iron key to the other. When the kite flew through the clouds, the electricity was transferred to the kite. It passed down to the wet string of the kite and then to the key. Moreover, he received an electric shock. This experiment was very dangerous. Benjamin Franklin was lucky to have received just a bearable shock, although this turned out to be one of the most important discoveries of all time.

Electricity has the POWER to hurt us. We should follow some safety rules to avoid all kinds of electrical accidents. Use the safety tips given in the box to complete the poster below.

**Don’t**
replace or touch bulbs when lit.

**Never**
put metal objects in outlets or appliances.

**Don’t**
insert naked wires into outlets.

**Do Stay Away**
from naked wires.

*Don’t Take Chances with Electricity*
There are many people and things around you that can inspire you to keep going and achieve your goal. Along with inspiration, hard work and planning are also important to reach the goal.

Planning means doing the important things first. To plan and achieve goals, you need to know the tasks you have to do. These tasks are your ‘big rocks.’ When starting your day, plan time for your big rocks first.

Write each important task on a rock. Now let’s imagine this jar is your day. Put the important things first by putting your big rocks in the jar.

By getting the big rocks done first, you will achieve your aim sooner and you will also get time to do the things you want to!
**The Missile Man**

**Listening**

Listen to the inspirational story of a young boy. The pictures below show different stages of the sandbar near Jadav Payeng’s village. Arrange the pictures in the correct order by putting numbers on them.

---

**Phonics Fun Aa** The /scr/ and /spl/ Blends

Read aloud the following words.

- scratch
- scrub
- splash
- splutter

Focus on the sound of the first three letters of each word.

- scr-ipt
- scr-ub
- scr-eam
- scr-atch
- spl-it
- spl-een
- spl-ash
- spl-endid

The words in **red** make the blend /scr/ and the words in **blue** make the /spl/ blend.

**Consider these sentences.**

- I have learnt the whole **script** of the play.
- I am helping by **scrubbing** the floor.
- You have done a **splendid** job. Well done.
- Let’s share this banana. **Split** it into two.

**Did you notice?**

The blends ‘scr’ and ‘spl’ are followed by a vowel in every word.
Join the blends given in column A with the group of letters given in column B to make meaningful words. One has been already done for you.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>spl</td>
<td>een</td>
<td>splice</td>
<td>join together</td>
</tr>
<tr>
<td>spl</td>
<td>eech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scr</td>
<td>ice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spl</td>
<td>ibble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spl</td>
<td>awl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scr</td>
<td>otch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scr</td>
<td>endor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language Ladder 🧶 Adjectives and their Order**

An adjective tells us more about a noun or a pronoun. Different adjectives tell us about different qualities. Some talk about opinion, some describe size, while others inform us about colour.

We use them in this order: adjective of opinion ➔ size ➔ colour.

**Look at an example.**

He found a mantis in the bamboo grove.

He found a **pretty** mantis in the bamboo grove.

He found a **pretty little** mantis in the bamboo grove.

He found a **pretty little green** mantis in the bamboo grove.
Dr Abdul Kalam often asked his students, “How do you want to be remembered?” to inspire them to become the person they wanted to be.

How would you answer this question?

**Write down the kind of qualities or work you want people to remember you by.**
Avul Pakir Jainulabdeen Abdul Kalam was a scientist and engineer, who served as the President of India from 2002 to 2007. He was known as the Missile Man and the People's President.

Abdul Kalam was born as the youngest of five children of a Muslim boat owner named Jainulabdeen and his wife Ashiamma, in Rameswaram, Tamil Nadu. His ancestors had once been wealthy traders but his family lost much of its fortunes by the early 20th century. Kalam grew up in humble surroundings and had to take up a job while he was still in school, in order to augment his family's meagre income. He distributed newspapers to help his father in providing for the family.

He was a bright little boy, blessed with a thirst for knowledge and was always eager to learn new things.

He remained active until the last day of his life. He was delivering a lecture at the Indian Institute of Management, Shillong on 27 July, 2015 when he collapsed and was rushed to the

Life of A P J Abdul Kalam
(15 October 1931-27 July 2015)

1931
born on 15 October 1931 to a Tamil Muslim family in Rameswaram

1954
graduated in Physics in 1954 from Madras University

1955
moved to Madras in 1955 to study Aerospace Engineering in Madras Institute of Technology

1960
joined Defence Research and Development Organisation (DRDO)

1969
was transferred to the Indian Space Research Organisation (ISRO) as a Project Director

1980
successfully deployed the Rohini satellite into the Earth’s orbit

1970-1999
Project Devil, Project Valant Agni Prthivi, Chief Scientific Adviser to the Prime Minister and the Secretary of the DRDO

2002-2007
won the 2002 presidential elections and served as President of India

2007-2015
became the chancellor of the Indian Institute of Space Science and Technology, Thiruvananthapuram and professor of Aerospace Engineering at Anna University
Do you think the adjectives bright young are in the correct order?

Bethany Hospital where he was confirmed dead due to a sudden cardiac arrest.

A lot of youngsters looked up to him, not only because of his work but also with the way he lived his life and treated the world around. One such incident took place during ‘the walk’.

Nothing could come in the way of this one-hour stroll which almost always happened at 3 p.m. every day. This hour was reserved for contemplation and reflection.

One afternoon, Dr Kalam was taking his customary walk with one of his dear students, Srijan. While discussing some ideas about an upcoming book, Dr Kalam suddenly signalled to Srijan to stop and asked him to turn back. This was so unusual that Srijan couldn’t understand what happened. He looked around wondering what was wrong, but saw nothing odd. He asked Dr Kalam, “Why did you change direction?” Dr Kalam pointed towards a rose bush not far from them. Srijan looked towards the rose bush but couldn’t see anything unusual and said, “There is nothing, Sir.” To this Dr Kalam responded calmly, “You didn’t look carefully. Look at that flower. There are some fellows sitting on it.”

There were some bees sitting on the flowers gathering nectar. He continued, “Look buddy, the honeybees are doing their work. They are collecting food for their family and pollinating the flowers in the process. They are helping two species at once. It is very important work, I say. It is the work of Nature. Such busy and hard-working little fellows they are. The one who works hard deserves respect. We must change our direction, so we admire them and take care not to disturb their great work.”

To respect work, no matter who’s doing it, is a lesson that Dr Kalam gave everyone that day. He inspired everyone to have the courage to think differently, to travel the unexplored path, to conquer the problems and succeed.
1. Write True or False for the statements.
   a. Dr Kalam served as the President of India from 2002 to 2007.  
      ______
   b. He was born in Kerala.  
      ______
   c. He was inactive in the last days of his life.  
      ______
   d. He decided to change his direction during ‘the walk’ because he  
      was afraid of bees.  
      ______

2. Answer the following questions.
   a. Write down the two sobriquets of Dr Kalam.
   b. Why did Kalam have to take up a job when he was in school? What job did he take up?
   c. What were Dr Kalam’s one-hour walks reserved for?
   d. What did Dr Kalam notice during his walk? What did he do after that?

3. Think and answer.
   a. Why did Dr Kalam not want to disturb the bees?
   b. Dr Kalam faced many difficulties before he became a successful scientist. Describe the qualities that helped him overcome those difficulties?

4. Find and write any ten adjectives used in the story.

5. Describe the picture in five sentences. Try and use at least one adjective in each sentence.
Phrasal Verbs

Read the following sentence.

Dr Kalam had to take up a job while he was still in school.

In this sentence, the words ‘take up’ are a combination of the verb ‘take’ and the preposition ‘up’, but the meaning is completely different from the verb - it means to begin to do something.

Such a combination of a verb and a preposition is called a phrasal verb.

A phrasal verb is a verb followed by a preposition; the combination creates a meaning different from the original verb alone.

Here are some phrasal verbs with the prepositions ‘up’ and ‘down’.

- **Give up:** to stop something
  Raj finds Maths hard to understand, but he never gives up practising it.

- **Dress up:** to put on formal or very nice clothes
  She was dressed up perfectly for an interview.

- **Mix up:** confuse two or more things
  Oops! I mixed up the twins’ names again.

- **Keep up:** to continue doing something well
  Well done! Keep up the good work!

- **Dress up:** to put on formal or very nice clothes
  She was dressed up perfectly for an interview.
1. Choose suitable phrasal verbs from the given box and complete the sentences.

<table>
<thead>
<tr>
<th>write down</th>
<th>turn up</th>
<th>dress up</th>
<th>cut down</th>
<th>look up</th>
<th>keep up</th>
</tr>
</thead>
</table>

a. My best friend did not _________ for my birthday.
b. Mary likes to _________ when she goes to a church.
c. My coach asked me to _________ the hard work.
d. Larry’s mother asked him to _________ the amount of candy he eats.
e. My teacher asked me to _________ all the important points for revision.
f. Tushar decided to _________ his friend’s phone number in his diary.

2. Rewrite each sentence using the phrasal verb given in brackets.

One has been done for you.

a. Although it was hard work, Jadav Payeng continued planting trees. (keep on)
   Although it was hard work, Jadav Payeng kept on planting trees.
b. He was not ready to accept defeat. (give up)
c. Jadav Payeng formed a group with other activists to plant trees. (team up)
d. Jadav Payeng did not give a break to his efforts to revive wildlife of his area. (slow down)
1. Identify the adjectives used in the following sentences and write down the type.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Adjective</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A P J Abdul Kalam was a gifted student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Dr Kalam was born on a small island.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. He lived in a large family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. He was born on the conch-shaped island of Rameswaram.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. He was known as a good President.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The following adjectives describe the animals in the Molai forest. Put them in the correct order. Frame sentences using each set of words.

- big golden scary tiger
- brown small playful monkey
- pale bulky vulture
- big grey elephant
- white cute tiny rabbit
3. Write one sentence for each of the descriptions given below. Don’t forget to put the adjectives in the correct order.

a. Nitu sat down in the big chair. It was brown. It was comfortable.

b. Bamboos are tall plants. They are green in colour. They are pretty.

c. Rhinos are strong animals. They are grey in colour.

d. Children love the red and black engines in the railway museum. The engines are huge.

e. The Elephanta caves are full of black stone statues. They are wonderful.

Asking Questions in an Interview

Asking questions in an interview

When interviewing someone, we usually don’t ask questions directly. The interview should feel like a conversation. So we begin with the thing we know and then move towards the thing we don’t know.

For example, if we were to interview Dr Kalam, we would say:

“You took up a job when you were just a child in school. How did you manage your studies and the job? What kept you motivated at that time?”

- Avoid asking yes or no questions. This will get you more information.

Suppose you have to interview the personality who inspires you the most. Form at least three questions you would like to ask him or her, and share them with the class.
Writing a Biography

Earlier in the chapter, we listened to a biographical passage on Jadav Peyang, and later we read a short biography of Dr Kalam’s life. 

Now write a short biography on any personality of your choice.

Helping Hand

Include the person’s
1. date of birth
2. place of birth
3. occupation
4. major qualities
5. quality you admire the most

Make your notes here:

Learning Link

Biographical means something related to a person’s life.

Plug-In

The Simple Past Tense

Jadav Peyang saw a sandy, treeless area. He found a lot of dead snakes too. After this he decided to plant all kinds of trees there.

The above sentences are in the simple past tense.
We use the simple past tense to talk about actions and events that happened in the past. **The simple past is used to talk about:**

- a past habit or something that was often done in the past
- an action, situation or habit that happened in the past and is now finished

<table>
<thead>
<tr>
<th>a past habit or something that was often done in the past</th>
<th>Dr Kalam always went on a stroll every afternoon at three.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a child, got up at four in the morning every day, so that he could study Maths.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>an action, situation or habit that happened in the past and is now finished</th>
<th>Jadav planted bamboo saplings in the sandy place.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He collected more seeds and saplings.</td>
</tr>
</tbody>
</table>

1. **These sentences talk about wishes and past habits. Fill in the blanks to complete them.**

   a. Dr Kalam always _________ (wake) up early in the morning.
   
   b. Dr Kalam never _________ (waste) his time.
   
   c. He wished to be _________ (remember) as a teacher.
   
   d. President Kalam _________ (meet) Jadav Payeng in Mumbai in 2012.
   
   e. President Kalam _________ (give) Payeng a cash award in Mumbai.

2. **Use the simple past tense to write any three habits you or someone you know had in the past.**

3. **Underline at least five sentences in the simple past tense from pages 54 and 55.**
Try, Try Again

It’s a lesson you should heed,
Try, try again;
If at first you don’t succeed,
Try, try again;
Then your courage should appear,
For if you will persevere,
You will conquer, never fear,
Try, try again.

Once or twice, though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, it’s no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again.

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again.
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

—T H Palmer
1. **Answer the following questions.**
   a. What lesson should we follow according to the poem?
   b. What should you do when you do not succeed?
   c. What does the poet want to say in these lines “All that other folks can do, why, with patience, should not you?”
   d. According to the poem, how can trying again and again help us succeed?

2. **Look for the rhyming words for the following words in the poem. Then write another rhyming word of your own choice.**
   a. succeed
   b. do
   c. hard
   d. race
   e. fear

3. **A refrain is a poetic device. It is a phrase or line repeated at intervals within a poem. Which line is used as a refrain in this poem?**
There is an enormous amount of information stored on the Internet. Some of the information is useful to us, while some of it is of no use.

To look for a particular piece of information on the Internet, we use **search engines**. There are many search engines available on the Internet.

To begin, you need to enter a **key word**. The search engine will then provide you with a list of web pages that may contain the information that you are looking for.

Now, find information on any person who inspires you the most and complete the Biography Poster Report.

| Name: | ____________________________________________________________ |
| --- | _________________________________________________________ |
| Famous for: | ________________________________________________________ |

**Portrait**

- Paste a picture of the person.

**To know more about this person, read these books:**

**Born - _______**

**Died - _______**

**Name of a movie (if any) that is based on this person’s story:**

**Amazing Facts**

**Description**

**Life Lessons**

**Inspiring Quote**