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
- integrated learning through systematic and meaningful context for grammar, vocabulary and other essential language skills
- varied exercises for assessments, graded development of Higher Order Thinking 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, reading and HOTS

Workbook

- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focussed skill building

Teacher Resource Kit

- 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 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

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

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

Celebrating Poetry: Poems as per the theme

Enrichment: Sums up the unit with components such as life skills and self reading exercises
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- **Themes:** Myths and Legends, Virtues and Values, Adventure, Wit and Humour, Animals
- **Reading:** The Great Fall Graphic Novel, It's Not Fair, Robinson Crusoe Classic, Ebony Black and the Seven Spendid Mimes Classic, How the Tiger Got Its Stripes Folk Tale
- **Phonic Sounds:** /s/, /k/, /æ/, /ɔ/, /u/, /ı/, /au/, /i/, /au/, /w/, /wh/
- **Grammar:** Clauses and Phrases, Compound Words, Nouns as Adjectives, Reported Speech
- **Vocabulary:** Phrasal Verbs, Modal Verbs, Adjectives, Adverbs
- **Enrichment:** Dictionary Skills, Making Flyers, Survival Emergency Kit, Being a Reader
- **Writing:** Alternate Ending, Giving Instructions, Asking Questions and Answering Them, Speaking about Someone's Qualities
- **Speaking:** Giving Instructions, Asking Questions and Answering Them, Speaking about Someone's Qualities
- **Slides:** Graphic Novel, Greek Myth, The Blind Men and the Elephant, Making Flyers, Survival Emergency Kit

Note: The table represents a summary of the content covered in each unit, with specific focus areas and corresponding resources.
In this Unit:

- Phonics: The /spr/ and /str/ Blends
- Grammar: Reflexive and Emphatic Pronouns
- Reading: The Right Track
- Vocabulary: Expressing Strong Emotions
- Writing: Story Writing
- Poetry: Two Little Kittens

Better Me

Have you ever wondered why your parents encourage you to take part in sports and other activities? Participating in extracurricular activities is not only fun but also educative. Such activities teach you more than textbooks do. Let’s read this unit and find out how.

Getting Started

Priya was getting late for the school picnic. The school bus had almost reached the pick-up point. She wanted to wear her favourite pair of shoes but couldn’t find them. She looked everywhere but they were nowhere.

Now Priya had three options:

1. take all her shoes out of the shoe-rack and organise them properly. In this way she could find her favourite shoes.
2. wear another pair of shoes and catch the school bus.
3. miss her school bus and keep searching for the shoes. After finding her shoes, ask her parents to drop her off to the school.

What do you think Priya should have done? Organise these options as Good, Better and Best.

Why do you think option ____ is the best option?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Listen to a radio advertisement about a game competition. Answer the questions.

1. Which picture correctly shows the prizes for the first three participants to complete the race?
   a.  
   b.  
   c.  

2. What three things will be provided to each participant at the beginning of the race?
   a. a cab, a walkie-talkie and a camera
   b. a map, two pencils and a bus pass
   c. a map, two markers and a bus pass

3. There will be __________ checkpoints in the race.
   a. five  
   b. eight  
   c. ten

4. The checkpoints will be located in __________.
   a. museums  
   b. shopping malls  
   c. markets

Phonics Fun Aa
The /str/ and /spr/ Blends

Read the following poem aloud and stress the highlighted words.

On a cold winter morning
Just before spring
A stray dog and a
Striped cat went strolling.
A sprinkle of snow
Or a cold spray of rain
Never stopped their slow struts
Or quick sprints in the lane.

The letters in blue have the /str/ sound such as in stray and striped.
The letters in red have the /spr/ sound such as in spring and spray.
1. In the following box, circle the words with the /spr/ sound and underline the ones having the /str/ sound.

spare stretch sprang spruce inspector start sprinkle
stare sprout stress street supper sprain struck

2. Write three new words each for /str/ and /spr/ sounds.

Language Ladder

Reflexive and Emphatic Pronouns

Most sentences have a subject and an object.

Tim is baking a cake for his wife. Tim is baking a cake for himself.

In the second sentence, saying that ‘Tim is baking a cake for Tim’ would be incorrect, so we use a pronoun in place of his name the second time. The word ‘himself’ in the second sentence is a reflexive pronoun.

Learning Link

A subject is someone or something that performs an action. And, the action happens to or for the object. A sentence can have both, a direct and indirect object.

A reflexive pronoun is used when the object of sentence is the same as its subject.

Read a few examples:

• I gave myself a treat.  
• He hurt himself while flying a kite.

Emphatic pronouns are used to emphasize (to say something strongly). They are mostly placed immediately after the subject in the sentence.

Read a few examples:

• I myself baked this cake.  
• The teacher herself will organise the ceremony.

The seven reflexive and emphatic pronouns are: I – myself; you – yourself; he – himself; she – herself; it – itself; we – ourselves; they – themselves
Discuss the following questions in class.

• How do you prepare for a difficult challenge?
• What will you do if things do not go according to your plan or do not work in your favour?
• How should you face a situation where you know you might not win?

Manisha could hear her heart beating like a drum. Taking her position at the starting line, she murmured to herself, “I hope I have trained enough.” She had never run a three kilometre cross-country race with so many competitors. Her friend, Zeenat, heard her talking to herself. She comforted Manisha, “Stop worrying! I know you’ll win.”

Manisha was all nerves. She felt the burden of everyone’s hopes and expectations. She could not bear to wait at the starting line any longer. She could not help but think about how her brother had coached and instructed her. He had run and sprinted with her, encouraging and advising her for weeks before the race. Thinking of her brother gave her courage and she looked at the track sprawled in front of her with newfound determination.

Just in time, the announcer blared on the megaphone, “All participants, on your marks.” “Bang!” the starter’s gun went off and the runners sprang away from the starting line.

After about 500 metres, the flat track changed to a steep upward slope lined by pine trees. Manisha was looking forward to this part, since she had especially trained for it. Once while practicing running up a slope, she sprained her ankle because she had pushed...
too hard. She had learnt from her injury and understood that different problems need different solutions. She learnt that running up a slope needed different preparation from running on a flat track.

After running for 1.5 kilometres, Manisha reached the top. She was in first place. As she looked down from the top, she could see a gentle slope that led straight to the flat end of the track. She could hear her brother and friends calling her name and encouraging her.

She got down the slope faster than she had climbed it. Still in the lead, she saw a race marshal spreading his arms and waving a flag. He called out, “Off track, off track. You must get back on the track.”

Manisha suddenly realised that she had gone off the track. She was dismayed, this could cost her the entire race. Nevertheless, she did not stop. She turned around and got back on the correct track. Her brother had stressed the importance of respecting the marshal. She did not argue with him and joined the other runners.

All the runners were on the same track, and Manisha was not in the lead now. There were five other racers ahead of her.
This was the last stretch of the race. Manisha was sure she could not win now. But she did not slow down. Instead, she pushed harder. Eager to win the race, she charged forward. She did not even realise when she overtook four racers.

She could see the red ribbon marking the finish line, stretched across the track, just out of her reach. She leapt across the finish line, she was in the second position.

Her brother and friends surrounded her. Even though she had not come first, they praised her performance and tried to cheer her up. Her brother asked her what went wrong and she explained it all in one breath.

“I did not know when I entered the wrong track. I had to go back to the right one. One silly mistake has cost me the race,” explained Manisha. She felt a hand resting softly on her shoulder. She turned around to find her father smiling proudly at her. He said, “It doesn’t matter if you came first or second, what matters is you tried your best. Keep this up and you will always be on the right track. I am proud of you.”

Her friend, Zeenat, added, “And, you will still receive a silver medal.”

Manisha could have complained how it was unfair to her, she had, after all, been in the first place. She could have argued with the marshal, made an excuse or tried to cheat. But she did not do any of that. She understood that things could go wrong but that did not mean she did not have to try her best.

Manisha remembered the race even when she grew up. She had learnt a lot from it. No matter how difficult things seemed, she always prepared herself with a plan. And, when things did not go according to her plan, she did not lose heart. Instead, she tried even harder to achieve her goal.
1. Write T for true and F for false for sentences.
   a. Manisha was running a three kilometre cross-country race. ___
   b. Her friend coached her for the race. ___
   c. The marshal was blowing a whistle and waving his arms at Manisha. ___
   d. Manisha entered the wrong track after she raced down the hill. ___
   e. Manisha finished the race in the last position. ___

2. Answer the following questions.
   a. Why was Manisha nervous before the race began?
   b. What gave Manisha her ‘newfound determination’?
   c. When did Manisha sprain her ankle? What did she learn from it?
   d. What did Manisha do when she realized that she had entered the wrong track?
   e. Why was Manisha’s father proud of her?

3. Think and answer.
   a. Manisha had trained very hard and was the fastest runner on the track, but still she did not win the race. Do you think what happened was fair? Why do you think so?
   b. Could Manisha have performed so well without the support of her family and friends? Discuss how they helped her before and after the race.

4. The following pictures show Manisha at different stages of the race. Write how she felt at each stage.

   ____________
   ____________
   ____________
   ____________
   ____________
   ____________
   ____________
   ____________
Read the following sentences.

Manisha could hear her heart beating like a drum.

She was dismayed when she learnt she was running on the wrong track.

She was eager to win the race.

The highlighted words express strong emotions. Here are some more such words and their meanings.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>elated</td>
<td>excited and very happy as something good has happened</td>
</tr>
<tr>
<td>anxious</td>
<td>to be nervous and worried</td>
</tr>
<tr>
<td>incited</td>
<td>to be extremely angry</td>
</tr>
<tr>
<td>lose heart</td>
<td>to lose one’s courage and confidence</td>
</tr>
<tr>
<td>miserable</td>
<td>very unhappy and uncomfortable</td>
</tr>
<tr>
<td>amazed</td>
<td>very surprised</td>
</tr>
<tr>
<td>alacrity</td>
<td>great enthusiasm and readiness</td>
</tr>
</tbody>
</table>

Choose the correct word from the brackets to fill in the blanks.

1. The coach advised him not to ____________ after one bad game.
   (be amazed/lose heart)

2. The dog ran away to fetch the stick with ____________ (anxiety/alacrity).

3. They were ____________ at their friend’s success. (dismayed/elated)

4. Just before the judges announced the scores, Tim could hear his ____________
   (elation/heart beating like a drum).

5. We were ____________ (amazed/anxious) at how soon the weather changed.

6. Sameera was ____________ (dismayed/amazed) at the thought of losing her favourite pen.

7. His father was ____________ (elated/incited) when he heard about his son’s mischief.

8. Manisha was ____________ (anxious/elated) before the race began.
1. Look at this picture and use reflexive pronouns in the blanks, to describe what is happening in the picture.

a. Manisha is talking to ___________, she is nervous about the race.

b. Two girls talked among ___________ about the race.

c. Manisha’s brother cannot stop ___________ from biting his nails.

d. The runners are preparing ___________ before the race.

e. There’s a squirrel in the park, it is helping ___________ to a little snack.

2. Read the sentences. Write E for emphatic pronouns and R for reflexive pronouns.

a. I myself cleaned the room. ___

b. We enjoyed ourselves while playing in the sand. ___

c. We ourselves went to the doctor. ___

d. They themselves built the hut. ___
e. They pulled themselves onto the boat. ___
f. I was listening to the music and singing to myself. ___
g. You should listen to yourself. ___
h. You yourself said that you loved Chinese food. ___

3. Fill in the blanks using the correct pronouns.
   a. The frog saw a fly and ate ________ (itself/it).
   b. Alice hummed a song to ________ (myself/herself).
   c. Lina was nervous about her performance, but Alice consoled ________ (herself /her) that it would be okay.
   d. My dad caught ________ (myself/me) eating a cookie before dinner.
   e. She cooked a meal for ________ (myself/me).
   f. They rewarded ________ (themselves/them) for helping solve the case.
   g. Ravi was about to hit the thief in anger, but stopped ________ (himself/him).
   h. If you want to know more, please send ________ (myself/me) an e-mail.
   i. The cat was sitting quietly in the shade cleaning ________ (itself/it).
   j. The boy pulled ________ (himself/him) up the tree branch by branch.

**Speaking**

**Speaking about Goals**

We have our individual strengths and weaknesses. Some of us are not good with numbers, others may find it difficult to draw. However, with practice and hard work we can work on our weaknesses. Think of something you want to learn, improve or accomplish and then share it with the class.

**Helping Hand**

- What do you want to improve or achieve?
- Why do you want to do so?
- By when do you hope to achieve your goal?
- How do you plan to achieve your goals?

You may use the following phrases when you speak:

- I really want to ...
- To accomplish my goal, I would have to ...
- By the end of this month, I would like to ...
Do you know any famous story about someone who tried to do something difficult and succeeded in doing it? How did he/she plan to reach their goal? What difficulty did he/she face and how was it overcome? Write a short story about him/her. Use the following table to plan your story. You can also write a story about your personal achievement.

**Orientation**
Where and when is the story set? Who are the main characters?

**Challenge/Goal:**
What does the main character resolve to achieve? Why does he/she want to achieve it?

**Series of events:**
How does the main character reach his/her goal? What problems does he/she face? How are they overcome?

**Resolution:**
Does the main character achieve his/her goal? How does he/she feel after that?
The Hyphen

Read the following sentence.

The grain was stored in thirty two kilo sacks.

Now, this sentence could mean two different things:

1. There were thirty sacks that weighed two kilos each.

   Or

2. There were sacks that weighed thirty two kilos.

Using a hyphen can clarify the meaning of the sentence.

The grain was stored in thirty two-kilo sacks.

Adding a hyphen makes the sentence clear. The grain was stored in thirty sacks and each sack weighed two kilos.

More about hyphens:

- A hyphen joins two different words to form a single word. We call such words compound words.
- Always use a hyphen to write numbers from twenty-one to ninety-nine.
- Use hyphens in words like five-year-old boy, state-of-the-art technology, ex-student, etc.

Add hyphens to make the meaning of the sentences clear.

1. A bull is a hard working animal.
2. I saw a movie about a man eating shark.
3. He is a poor taxi driver in the big city.
4. The forest has two hundred year old trees.
5. That is a hot water bottle.
6. The ten ton truck crashed through the barrier.
7. There are twenty five participants in the race.
8. These chocolate covered nuts are my favourite.
9. This is a famous twentieth century novel.
10. Her brother in law did not attend the party.
Two Little Kittens

Two little kittens,  
One stormy night,  
Began to quarrel,  
And then to fight.

One had a mouse  
And the other had none;  
And that was the way  
The quarrel begun.

“I’ll have that mouse,”  
Said the bigger cat.  
“You’ll have that mouse?  
We’ll see about that!”

“I will have that mouse,”  
Said the tortoise-shell;  
And, spitting and scratching,  
On her sister she fell.

I’ve told you before  
’Twas a stormy night,  
When these two kittens  
Began to fight.

The old woman took  
The sweeping broom,  
And swept them both  
Right out of the room.

The ground was covered  
With frost and snow,  
They had lost the mouse,  
And had nowhere to go.

So they lay and shivered  
Beside the door,  
Till the old woman finished  
Sweeping the floor.
And then they crept in
As quiet as mice,
All wet with snow
And as cold as ice.

They found it much better
That stormy night,
To lie by the fire,
Than to quarrel and fight.

—Jane Taylor

1. **Answer the following questions.**
   a. How did the fight between the two kittens begin?
   b. How was the weather outside when the fight began? How do you know that?
   c. What made the kittens go out in the storm? What happened when they went out of the room?
   d. What does “as quiet as mice mean”? Whom does this phrase refer to?
   e. What happened at the end of the poem?

2. **Think and answer.**
   a. Why do you think the kittens were not fighting when they re-entered the room?
   b. Did any kitten get the mouse? What did you learn from the poem?

3. **Two Little Kittens is a narrative poem. It tells us a short story. The different stanzas of the poem work as different parts of a story. Identify and write the correct stanza number that corresponds to the given parts.**
   a. The introduction: ___________
   b. The problem: ___________
   c. The series of events: ___________, __________ and __________
   d. The solution: ___________
   e. The end and the moral: ___________
A good start can make a lot of difference in a race. In the same way, a healthy start to your day can help your mind and body stay fresh and focused. Here’s a healthy and fun way to start your day and keep your body fit and agile throughout the day.

The Surya Namaskar or Sun Salutation is a cycle of twelve poses. You end up in the same pose you begin with.
Family

Family is an important part of our life. A family is made by strong emotional bonds, shared values and goals. Families share a deep understanding of others’ needs and responsibilities. As long as a group of people share these things among themselves, one can call them a family.

Getting Started

We give friends and family members special titles because of their personalities character traits and how they behave.

Use the titles below to complete the crossword puzzle with qualities they indicate.

Across          Down
3. clown         1. busy bee
4. chatterbox    2. Einstein

How well do you know your family members?

Write down the names of your family members who deserve these titles.

Clown: ____________
Chatterbox: ____________
Busy bee: ____________
Einstein: ____________
On the basis of the diary entry you just heard, tick the correct option.

1. “It was a total blast,” means:
   a. The picnic was fun and exciting.
   b. The picnic was slow and boring.
   c. The picnic was noisy and irritating.
   d. The boy burnt firecrackers at the picnic.

2. The boy’s parents were ____________, when he was writing the diary.
   a. sleeping                      b. tired
   c. watching television           d. reading

3. The boy’s father decided to ____________ when they reached the picnic spot.
   a. take pictures                    b. walk
   c. tell stories                   d. paint

4. A mahout is someone who ____________________________.
   a. plays with elephants            b. hunts elephants
   c. takes care of elephants         d. washes elephants

5. The boy asked if he could ____________________________.
   a. ride the elephant              b. play with the elephant
   c. go back to his father           d. pet the elephant

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**Phonics Fun Aa**

The /g/ and /dʒ/ Sounds

Read the poem and notice the sound of the highlighted letters.

One good morning in the gym
There came a giraffe, large and slim.
A gentle giant we named him.
He ate green grapes and big leaves
And wore grey shirts with long sleeves.

**Learning Link**

The letter 'j' and blend ‘dge’ also have the /dʒ/ sound.

jet jam edge judge ledge bridge

The letters in blue have the /g/ sound and the letters in orange have the /dʒ/ sound.
1. Complete the words for these pictures and say them aloud. Circle the /g/ sound words and underline the /dʒ/ sound words.

ca____  ____ans  da____r  ____mp  ____m

____ss  fin____s  lo__  t____r  ____ld

2. Read the following words aloud. Underline the words that have the /g/ sound and circle those that have the /dʒ/ sound.

grow ginger glee go agent edge badge gong gang soldier gypsy

Language Ladder Types of Sentences and Articles

A group of words that has a complete meaning is called a sentence.

A sentence can:
• state something
• ask a question
• convey a strong feeling
• make a request or command

Almost all sentences have a subject and a verb. Try to identify the subjects and verbs in the following examples.

<table>
<thead>
<tr>
<th>Types of Sentences</th>
<th>Ending Punctuation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative sentences state or say something.</td>
<td>They always end in a full stop (.).</td>
<td>Some animals live with their families.</td>
</tr>
<tr>
<td>Interrogative sentences ask a question.</td>
<td>They always end in a question mark (?).</td>
<td>Do animals live with their families?</td>
</tr>
</tbody>
</table>
Imperative sentences make a request or give a command. They always end in a full stop (.)

<table>
<thead>
<tr>
<th>Pack your bags.</th>
</tr>
</thead>
</table>

Exclamatory sentences express a strong feeling. They always end in an exclamation mark (!).

<table>
<thead>
<tr>
<th>I love family reunions!</th>
</tr>
</thead>
</table>

Mostly sentences follow this structure:

Subject + helping verb + main verb + rest of the sentence

We are going to a family reunion.

Interrogative sentences have a different structure:

Helping verb + subject + main verb + rest of the sentence

Are we going to a family reunion?

Wh word + helping verb + subject + main verb + rest of the sentence

Where are we going today?

**Articles**

We do not use articles before proper nouns. However, there are some cases where we use ‘the’ before proper nouns and some cases where we do not use it.

We use the before the names of mountain ranges, groups of islands, rivers, seas and oceans.

But we do not use the before names of individual mountains, islands, lakes, countries, continents, languages and subjects.

We’ll always say:

- **Mt. Everest** lies in the Himalayas.
- **Lake Kolleru** lies near the Godavari River.
- **Kondul Island** is a part of the Nicobar Islands.
- **Malayalam** is the primary language in the Indian islands of the Arabian Sea.
- Geography teaches us that the **Indian Ocean** is the second largest ocean in the world.

We can use indefinite articles (a and an) before common nouns. But uncountable common nouns like water, air, milk, sugar, etc. do not take indefinite articles.
Discuss in class.

What comes to your mind when you hear the words ‘wolf pack’? A gang of dangerous howling animals out to hunt down anything in sight! Or, a gang of wild wolves working and playing together, and looking after their young ones.

What is your opinion? Why do you think so?

“Something is coming uphill,” said Mother Wolf, “Get ready.”

The bushes outside the cave rustled, and Father Wolf got ready to jump. He jumped before he saw what was in the bush, and then tried to stop himself. “Man!” he snapped. “A man’s cub. Look!”

Directly at the edge of the cave stood a naked brown baby. He was just old enough to walk. He looked up into Father Wolf’s face, and laughed.

“Is that a man’s cub?” said Mother Wolf. “I have never seen one. Bring it inside the cave.”
“How little! How naked, and—how bold!” said Mother Wolf softly. The baby was pushing his way between the cubs to get close to the warm hide. “Ahai! He is taking his meal with the others.”

Suddenly, the moonlight was blocked out of the mouth of the cave, for Shere Khan’s huge square head and shoulders were thrust into the entrance.

“Shere Khan does us great honour,” said Father Wolf, but his eyes were very angry. “What does Shere Khan need?”

A man’s cub went this way,” said Shere Khan. “Give it to me.”

Father Wolf knew that the mouth of the cave was too narrow for a tiger to come in and knew they were not in immediate danger. “The Wolves are a free people,” said Father Wolf. “They take orders from the Head of the Pack, and not from any striped cattle-killer. The man’s cub is ours—to kill if we choose.”

“Do you know who you are talking to? It is I, Shere Khan. Give the man’s cub to me now!” The tiger’s roar filled the cave with thunder. Mother Wolf jumped forward, her eyes were like two green moons in the darkness.

“And it is I, Raksha, who answers. The man’s cub is mine! He shall not be killed. He shall live to run with the Pack and to hunt with the Pack.”

Shere Khan saw her blazing eyes and realised she would fight to the death. So he backed out of the cave mouth growling, and when he was clear he shouted: “You think the cub will stay safe here? We will see what the Pack will say to this fostering of man-cubs. The cub is mine, you thieves!”

Mother Wolf went back to the cubs, and Father Wolf said to her gravely:

“Shere Khan speaks this much truth. The cub must be shown to the Pack. Will you still keep him?”

Is Shere Khan respected or is he feared by the other animals?

fostering – giving parental care to someone

gravely – in a serious manner
Keep him!” she gasped. “He came naked, by night, alone and very hungry; yet he was not afraid! And that Shere Khan would have killed him and would have run off! Keep him? I will definitely keep him. Lie still, little frog. Little Mowgli, we will call you Mowgli, that’s your name – Mowgli the Frog.

“But what will our Pack say?” asked Father Wolf.

“According to the Law of the Jungle, every wolf must bring his cubs to the Pack Council. Mowgli is our cub now. We will show him to the pack. Then we shall see,” answered Mother Wolf.

When the cubs could run a little, Mother and Father Wolf took them and Mowgli to the Council Rock. Akela, the leader of the Pack, sat on a rock, and below him sat forty wolves in a circle. All the cubs played in the centre of the circle. One by one, every mother showed her cubs to the Pack. Each time this happened Akela would cry: “You all know the Law. Look well, O Wolves!”

At last came Mowgli’s turn and Father Wolf pushed Mowgli forward. From behind the rocks came the voice of Shere Khan: “The cub is mine. Give him to me.”

Akela didn’t even twitch his ears and said. “Now, the Law of the Jungle lays down that if there is any quarrel about a cub, any two members of the pack must speak for him, except his parents.”

The only other creature who was allowed at the Pack Council was Baloo. He was a kind brown bear who taught the wolf cubs the Law of the Jungle. He stood up and said. “I speak for the man’s cub. Let him run with the Pack. I will teach him myself.”

“We need one more. Who speaks besides Baloo?” said Akela.
A black shadow dropped down into the circle. It was Bagheera the Black Panther. He was a brave and clever animal. Everyone in the pack knew him.

“O Akela,” he purred, “I am not a member of your pack. But please listen to me. The Law of the Jungle says that the life of a cub may be bought at a price. I can pay that price. I will give you a fat fresh bull if you will accept the man cub. Do you agree?”

“Let him be accepted,” cried the wolves. And then came Akela’s deep cry: “Look well—look well, O Wolves!”

And this is how Mowgli became a part of the Wolf Pack and found his family.

**Understanding**

1. **Fill in the blanks.**
   a. Mother Wolf named the man cub _____________.
   b. The Wolf Pack followed the Law _____________.
   c. _____________ was the leader of the Wolf Pack.
   d. _____________ was a kind brown bear who taught the cubs the Law of the Jungle.
   e. Bagheera gave the wolves a _____________ for accepting Mowgli.

2. **From the story, name the characters that have the following descriptions.**
   a. It lives alone and eats plants and animals. It sleeps in a den throughout the winter. _____________
   b. It is a big cat that can climb trees with ease. It is difficult to spot. _____________
   c. It lives in groups and is known for its howl. _____________
   d. It is a big cat that lives alone. It has stripes on its back and it’s famous for its roar. _____________
   e. It is one of the few animals that walks on two legs and has no tail. _____________

3. **Answer the following questions.**
   a. Where did Father Wolf find Mowgli?
   b. What did Shere Khan want from the wolves?
c. Why do you think Shere Khan backed away from the cave?
d. Why could Shere Khan not hurt the wolves in the cave?
e. How was Mowgli accepted by the pack?

4. Think and answer.
   a. Why did Mother Wolf want to keep Mowgli?
   b. Mother and Father Wolf went against the bigger and stronger Shere Khan to protect Mowgli. What does this tell you about them?

Vocabulary

Concrete and Abstract Nouns

Baloo was a bear who taught the cubs the Law.

The highlighted words are all common nouns. But they are not the same.

**bear** and **cubs** are concrete nouns while **Law** is an abstract noun.

A **concrete noun** is the name of something you can feel with your senses.

We can touch or hear or see it, **for example**: table, tree, water, etc.

**An abstract noun**, on the other hand, is the name of something that we cannot feel with our senses.

We can think, write and talk about abstract nouns but cannot touch or hear or see them, for example: honesty, friendship, love, etc.

**We can form abstract nouns from other words by adding suffixes to them.**

- By adding the suffix –hood to concrete nouns
  
<table>
<thead>
<tr>
<th>Concrete Noun</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>childhood</td>
</tr>
<tr>
<td>adult</td>
<td>adulthood</td>
</tr>
<tr>
<td>brother</td>
<td>brotherhood</td>
</tr>
</tbody>
</table>

- By adding the suffix –ment to verbs
  
<table>
<thead>
<tr>
<th>Verb</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>movement</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoyment</td>
</tr>
<tr>
<td>achieve</td>
<td>achievement</td>
</tr>
</tbody>
</table>

- By adding the suffixes –ness and -ity to adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind</td>
<td>kindness</td>
</tr>
<tr>
<td>shy</td>
<td>shyness</td>
</tr>
<tr>
<td>able</td>
<td>ability</td>
</tr>
</tbody>
</table>

**Learning Link**

A suffix is a letter or letters added at the end of a word.
1. **Fill in the blanks by forming abstract nouns from the given words.**
   a. Baloo was a bear, he was known for his ___________ (generous).
   b. He taught with patience and ___________ (kind).
   c. Bagheera kept away from the wolves because of his ___________ (shy).
   d. He had the ___________ (able) to pick up the faintest of sounds because of his sharp hearing.
   e. Shere Khan was hated by everybody because of his ___________ (bitter).
   f. The wolves in the pack shared a bond of ___________ (brother).

2. **Write whether the following words are adjectives, verbs or nouns and form abstract nouns from them.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>king</td>
<td></td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Practising Grammar**

**Types of Sentences and Articles**

*Let’s Catch Up*

Sentences are divided into four types on the basis of their function.

We use **the** before the names of mountain chains, groups of islands, rivers, seas and oceans.

We use indefinite articles (**a** and **an**) before countable common nouns.

1. **Identify the type of sentences and punctuate them correctly.**

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Type of sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is Mowgli a wolf cub</td>
<td></td>
</tr>
<tr>
<td>b. Give the man’s cub to me</td>
<td></td>
</tr>
<tr>
<td>c. Baloo will teach Mowgli the Law of the Jungle</td>
<td></td>
</tr>
<tr>
<td>d. Look a man’s cub</td>
<td></td>
</tr>
<tr>
<td>e. I killed a bull. Will you accept that as payment</td>
<td></td>
</tr>
</tbody>
</table>
2. Form ‘yes’ or ‘no’ questions for the following statements.
   a. I am Shere Khan. _______
   b. He comes from the Satpura Hills. _______
   c. Please let me enter your den. _______
   d. The bull that was killed by Bagheera is hidden in the woods. _______
   e. You know where they keep the honey. _______
   f. The wolves will take care of Mowgli. _______

3. Baloo the bear is teaching Mowgli and the other cubs about the jungle. Read the sentences and put correct articles wherever required. Leave the blanks empty where the definite article is not required.
   a. This jungle lies in _______ India, which lies in _______ Asia.
   b. _______ Indian Ocean lies to the south and _______ Arabian Sea lies to the west of _______ country.
   c. _______ Hindi is widely spoken by men here.
   d. _______ Pench River flows through our jungle.
   e. _______ Bhojtal Lake is just outside our jungle, we do not go beyond it.
   f. We have _______ Satpura Mountain Range to the north of _______ jungle.
   g. _______ Dhupgarh Mountain is its highest point.
   h. The jungle we live in has an island named _______ Mandhata Island.

**Question Tags**

They are all away, aren’t they?

They are not here, are they?

They have gone away, haven’t they?

*Learning Link*

‘Would you’ is considered more polite than ‘will you’.

We use the same helping verb in the statement and the tag.
If the statement does not have a helping verb, we use the appropriate form of do as a helping verb.

Question tags for statements that begin with ‘I am’ use the tag ‘aren’t I’.
I am late, aren’t I?
Question tags for commands use the tags ‘would you’, ‘will you’.
Close the door, will you?

**Form pairs and ask each other five questions using question tags. Try to use as many tags as you can.**

**Message Writing**

Do you know how wolves communicate with their family members? They howl to send messages to each other. We humans on the other hand use e-mail and mobile phones to send messages to each other. And what do we do when someone is not available on his mobile phone? We write him a message. A message is a short piece of writing intended to provide important information to someone.

Look at the following example of a message.

**Indira is going out to her friend’s place. Her brother will be home soon, but she can’t reach him on the phone so she decides to leave him a message.**

<table>
<thead>
<tr>
<th>date and time of writing the message</th>
<th>name of the person for whom the message is written</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 October 2017 4p.m.</td>
<td>Suraj</td>
</tr>
<tr>
<td>I am going to Teena’s place this evening. I will be buying groceries on the way back and will be back around 6 pm.</td>
<td>Indira</td>
</tr>
</tbody>
</table>

Messages are usually short and only contain the most important information.

**Read the following conversation.**

Ravi : Hello.
Nancy : Hi Ravi, this is your Aunt Nancy. Can I talk to your mother?
Ravi : I’m afraid she’s not at home at the moment. Can I take a message?
Nancy : Yes, tell her that I have to leave for some urgent work tomorrow, so we will have to cancel our dinner.
Ravi : Alright Aunt Nancy, I’ll tell her that. Goodbye.
Nancy : Bye, Ravi. Take care.
Ravi decides to go to the playground. He writes a message for his mother telling her where he is and what his aunt told him. Imagine you are Ravi. Now, write the message.

**Spelling Rules**

Not all words in English are spelled like they are pronounced. Getting the spelling right only after listening to a word can be tricky. Thankfully, there are some spelling rules that can help us spell a word correctly.

When we add a suffix that begins with e, (-ed, -es, -est, or -er) to a word that ends in y, the y is changed to i.

- cry + ed – cried
- baby + es – babies
- ugly + est – ugliest

We keep the y when the suffix is -ing.

- dry + ing – drying
- lay + ing – laying
- try + ing – trying

To make plurals of words that end in -s, -sh, -ch, -x and -z, we add the suffix -es.

- bus – buses
- crash – crashes
- church – churches
- box – boxes
- quiz – quizzes

We add -e at the end of some words to indicate that they have a long vowel.

<table>
<thead>
<tr>
<th>short vowel</th>
<th>hop</th>
<th>cop</th>
<th>hat</th>
<th>din</th>
<th>pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>long vowel</td>
<td>hope</td>
<td>cope</td>
<td>hate</td>
<td>dine</td>
<td>pope</td>
</tr>
</tbody>
</table>

1. **Spell the following words correctly.**

   a. funny + est
   b. plural of ash
   c. plural of branch
   d. fry + ed
   e. pry + ing
   f. plural of paradox
   g. plural of library
   h. plural of arch

2. **There is a misspelled word in each sentence. Underline and write the correct word in the space provided.**

   a. I hop the Pope will visit our country.
   b. There are a lot of spys in the jungle.
   c. I know when someone is lieing.
   d. There aren’t a lot of foxs in the area.
   e. They tryed to make the boat float.
   f. The baby has been cryeing for an hour.
   g. The dog bite me when I wasn’t looking.
   h. No one can hope like a kangaroo.
My Song

This song of mine will wind its music around you,
My child, like the fond arms of love.
This song of mine will touch your forehead
Like a kiss of blessing.
When you are alone it will sit by your side and whisper in your ear,
When you are in the crowd it will fence you about with aloofness.
My song will be like a pair of wings to your dreams,
It will transport your heart to the verge of the unknown.
It will be like the faithful star overhead
When dark night is over your road.
My song will sit in the pupils of your eyes,
And will carry your sight into the heart of things.
And when my voice is silent in death,
My song will speak in your living heart.

- Rabindranath Tagore

wind – to cover or encircle
aloofness – the quality of being uninterested in people
verge – border, edge
1. Answer the following questions.
   a. What is the song compared to in the second line of the poem?
   b. What will the song do when the child is alone?
   c. What does speaker mean by “It will be like a faithful star overhead”?
   d. What will happen to the song once the narrator is dead?
   e. “My song will be like a pair of wings to your dreams.” What do you understand by these words?

2. Think and answer.
   a. My Song is a poem full of emotions. What emotion according to you inspires the narrator of the poem?
   b. Whose song do you think is being talked about in the poem? How do you know?

3. Write at least five verbs used to describe action in the song.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
   d. __________________________________________
   e. __________________________________________
   f. __________________________________________
   g. __________________________________________
   h. __________________________________________

4. A simile compares two things using the words ‘like’ or ‘as’. In the poem the narrator uses simile to compare the song to many things. Write the things that the song is compared to.
   Example: My song will be like a pair of wings.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
People of the United Kingdom and the United States of America speak English. But there are some differences in the way English is spoken and written in these countries. They use different names for some things.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubber</td>
<td>eraser</td>
</tr>
<tr>
<td>elevator</td>
<td>lift</td>
</tr>
<tr>
<td>autumn</td>
<td>fall</td>
</tr>
<tr>
<td>pavement</td>
<td>sidewalk</td>
</tr>
<tr>
<td>biscuit</td>
<td>cookie</td>
</tr>
<tr>
<td>stingy</td>
<td>mean</td>
</tr>
</tbody>
</table>

They have different spellings for some words.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>centre</td>
<td>center</td>
</tr>
<tr>
<td>theatre</td>
<td>theater</td>
</tr>
<tr>
<td>labour</td>
<td>labor</td>
</tr>
<tr>
<td>colour</td>
<td>color</td>
</tr>
<tr>
<td>cheque</td>
<td>check</td>
</tr>
<tr>
<td>grey</td>
<td>gray</td>
</tr>
</tbody>
</table>

Find the names of these things in British and American English. You can use the Internet for help. In some cases, there may only be a spelling difference.
Fascinating Science

Have you ever wondered how bees make honey or ships float on water or candies are made? From simple toys to complex machines, there is science at work behind everything. Behind every scientific discovery is a curious scientist who asks a hundred questions. So, never stop wondering or asking questions as they might lead you to new discoveries.

Do you observe things happening around you? Do you ask WHY or HOW they happen?

Why are some leaves yellow and others green? How does this lead get into the wooden pencil? How does a firefly light up?

Do you know the answer to any of the queries above? Share your opinions or answers with your classmates and discuss the causes of such wonderful things.
Listen to the facts about an autonomous robot and answer the questions that follow. Complete the given instructions manual of how to take care of Asimov.

1. Asimov’s batteries need to be _______ every _______ hours.
2. Its _______ and _______ joints need to be oiled every week.
3. Its two _______ are cleaned every day.
4. Its _______ are recalibrated regularly.
5. As it runs on electricity, it is kept away from _______.

Phonics Fun Aa
/j/ and /ŋ/ Sounds

Read the following poem aloud and stress the highlighted words.

An old tree in the yard sits
With roots long and strong.
Yellow beehives to its branches cling
While birds sing a merry song.
Its fruits give us a royal feast
Young children love its cooling shade.
Yes, we’ve much to thank for all the things
Wondrous nature for us has made!

Learning Link
/ŋ/ is a nasal sound, it is called the ‘velar nasal’.

The blue letters have the /j/ sound and orange letters have the /ŋ/ sound.
Fill in the blanks to name each picture and write /j/ or /ŋ/ for the sound.

Read the following poem aloud. Underline the words with the /j/ sound and circle the words with the /ŋ/ sound.

THE MONSTER STORE

Come young and old, to the monster store
For ping-pong balls and yakking horns;
Magic potions yucky and scary
Wings and things long and hairy!
The Yeti is here, and Dracula too
With yellow fangs and pointy claws!
Would you like to buy a witch’s cape?
Yell all you want, there’s no escape!
Conjunctions are words that join words, phrases or sentences. Conjunctions are also known as joining words.

For example:
- The railways had steam engines, but they are not used any more.
- Steam engines needed coal and water to run.

Conjunctions are used to indicate how different pieces of information in a text are linked and related to each other.

**Conjunctions of effect indicate the effect of something.**

- Therefore, thus, so

Steam engines are expensive to run, so they are not used nowadays.
- Diesel engines were cheaper to run; therefore, we began to use them.
- Diesel engines were cheaper, thus we started using them.
- Diesel engines were cheaper to run, so we started using them.

**Conjunctions of reason are used to explain why something happens.**

- Because, as, for

We started making diesel engines because they were more powerful.
- Diesel engines pull more weight than steam engines because they have more power.
- Diesel engines pull more weight than steam engines as they have more power.
- Diesel engines pull more weight than steam engines for they have more power.

**Conjunctions of purpose are used to express the intention of an action.**

- So that, so as to, in order to

We made electric engines so that trains could go faster.
- New technologies are being developed so that we can have faster trains.
- New technologies are being developed so as to give us faster trains.
- New technologies are being developed in order to give us faster trains.
When you are curious, you find a lot of interesting things to think about. Read the following poem and let your mind start working.

Have you ever wondered
How things work?
How windmills turn so fast?
Who makes phones so smart?
Who invented the horn?
How do we grow corn?
What makes popcorn pop?
Why does a kangaroo always hop?
Have you ever wondered
Why things are the way they are?

If you have always wondered how things work, you aren’t the only one. Join me and we’ll explore how some things work.

How Windmills Work

The answer to how a windmill works is easy. Its name carries the answer with it; it works by harnessing the power of the wind. The word windmill is made up of two parts ‘wind’ and ‘mill’. So far, we know what wind stands for, but what about ‘mill’? A mill is a machine that grinds grain to make flour. So, a windmill uses wind to grind grain. Sounds simple, right? But windmills can do other useful tasks too: they can pump water and even generate electricity. Let’s see how windmills can do so many different tasks.

A windmill is no different from a pinwheel in design. When we blow on a pinwheel, its blades turn. The same happens with a windmill, although its blades won’t move if we blow on them; they are enormously big.
and heavy. They can only be moved by the wind. The turning **motion** of the blades turns certain gears, which then power a mill, or a pump.

Such windmills were built many **years** ago. These days we rarely build such windmills. Electric motors can pump water and grind grain much better than windmills. Instead, we use the wind to produce electricity. We call such windmills – wind turbines. In older windmills, the rotating blades turned gears and powered a mill. In modern windmills or wind turbines, the turning of the blades turns a **rotor**. The rotor is connected to a part called the shaft. As the rotor moves, it also turns the shaft, which is connected to a generator that spins. Then, the spinning **generator** generates, or makes electricity.

Windmills are very important since they provide a way to produce electricity without causing any pollution, and is an eco-friendly option for us. Wind is also a renewable source of energy. This means we can never run out of wind energy. We have built many wind farms to take advantage of this. A wind farm is a place where **numerous** wind turbines are set up to make a lot of electricity. They can be built on land or in the seas and oceans. The largest onshore (on land) wind farm is located in China. It is called the Gansu wind farm.

Wind turbines are considered a safe and green source of energy. But they are not entirely harmless. Many birds and bats accidently hit the enormous blades of these turbines and are killed by the **impact**.

Engineers and scientist are still trying to make better and safer wind turbines.
How Popcorn POPS

Popcorn certainly is a yummy snack, but it is also a fascinating food.

People have been fascinated by popcorn for centuries. When Europeans first landed in America, they found that the Native Americans used popcorn for a variety of things. They made various ornaments, garlands and even headdresses from popcorn.

Native Americans believed that a spirit lived inside each kernel of popcorn. When heated, the spirit grew angry and eventually burst out of its home and into the air as a disgruntled puff of steam. Now, we have a less charming but more scientific explanation for why popcorn pops.

There are three elements that make popcorn pop:
- moisture (water content) inside the kernel
- starch inside the kernel
- the hard shell, called a hull, surrounding the kernel

When a popcorn kernel heats up, the moisture inside it turns into steam and starts to expand. But the hull (yellow part of the corn) is rigid and hard, so it cannot expand. Since steam needs more space than there is inside the kernel, it builds pressure inside it. The pressure keeps rising until the kernel cannot keep the steam inside and explodes or pops.

There are always some kernels that do not pop in every batch of popcorn. They are called ‘old maids’ in the popcorn industry. They do not pop because moisture content inside them is low. Some do not pop because they have small cracks on them. The steam formed inside the kernel leaks out of the cracks. As a result, no pressure is built inside and the kernel goes un-popped.

The most interesting is the white fluffy foam-like flake that we get after a kernel pops. The starch granules in the kernel do not explode but expand into thin, jelly-like bubbles. When they cool down, the bubbles fuse together and solidify, forming the fluffy foam that we love to eat.
1. **Number the steps of creating electricity through wind turbines in the correct order.**
   a. The rotor starts turning as the blades turn. _________
   b. The moving shaft makes the generator spin. _________
   c. As the rotor moves, it turns the shaft. _________
   d. Powerful gusts of wind move the blades in a circular motion. _________
   e. The spinning generator generates electricity. _________

2. **Complete the following sentences.**
   a. ___________________ is located in China. It is called the Gansu wind farm.
   b. Many birds accidently ___________________ and die.
   c. The Native Americans believed that ___________________ of corn.
   d. The kernel of corn is rigid and hard, so ________________.
   e. The kernels that ___________________ “old maids”.

3. **Answer the following questions.**
   a. What are modern windmills called?
   b. Why are windmills important?
   c. What belief did Native Americans have about popcorn?
   d. Which three conditions make it possible for a corn kernel to pop?
   e. What forms the white fluffy solid part of popcorn that we eat?

4. **Think and answer.**
   a. Why do you think people needed to build such complicated windmills to perform simple tasks like grinding grain?
   b. List two advantages and two disadvantages of building large wind farms. Find out using the Internet or take help from your parents.

**Vocabulary Meaning in Context**

Many times, we stumble upon a new word while reading. Instead of looking into a dictionary every time, we can find out the general meaning of the word from its context.
A mill is a machine that grinds small, hard grain to make soft powdery flour.

Can you guess the meaning of the word grind using the sentence above?

There are some clues in the sentence that point to its meaning.

The words – hard grain to make soft powdery flour – suggest that to grind means to break something hard to make it soft and fine.

Now, look up a dictionary and find the meaning of the word grind. How close were we to its dictionary meaning?

**Tick the word that means the same as the underlined words.**

1. Many studies claim that the first practical windmills were probably built in Iran.
   a. surely    b. most likely    c. never    d. strangely

2. Windmills became so popular that their use became widespread across the world.
   a. common    b. little    c. easy    d. expensive

3. If a popcorn kernel has small ruptures, the steam built inside will escape and the kernel will not pop.
   a. dents    b. spots    c. cracks    d. scratches

4. Windmills were first used in deserts where water was very scarce.
   a. salty    b. sweet    c. abundant    d. hard to find

5. Windmills can work ceaselessly without tiring.
   a. hardly    b. nonstop    c. easily    d. always

6. Windmills do not create pollution, but they are not entirely harmless.
   a. barely    b. dangerously    c. clearly    d. completely

7. Wind farms are places where many wind turbines are erected.
   a. lifted    b. built    c. carried    d. used

8. While many businesses failed, the popcorn businesses thrived in the 1930s.
   a. did well    b. came up    c. flopped    d. developed
Conjunctions

Different conjunctions have different uses.

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore, so, thus</td>
<td>indicate effect</td>
</tr>
<tr>
<td>because, as, for</td>
<td>indicate reason</td>
</tr>
<tr>
<td>so that, so as to, in order to</td>
<td>indicate purpose</td>
</tr>
</tbody>
</table>

1. Combine the sentences using the type of conjunctions given in brackets.
   a. We heat corn kernels. We make popcorn. (conjunction of purpose)
   b. We built wind farms. We produced electricity without causing pollution. (conjunction of purpose)
   c. The coal engines were expensive. We started using diesel engines. (conjunction of cause and effect)
   d. Some popcorn kernels do not pop. They do not have enough moisture in them. (conjunction of reason)
   e. The steam generated inside a popcorn kernel expands. The kernel explodes. (conjunction of cause and effect)
   f. Wind turbines do not cause pollution. They are powered by wind. (conjunction of reason)

2. Connect the following using the correct conjunctions.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Conjunction</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Asimov, the robot uses two cameras</td>
<td>1. so that</td>
<td>(i) it uses a lot of power.</td>
</tr>
<tr>
<td>(b) Asimov is not waterproof,</td>
<td>2. therefore</td>
<td>(ii) see.</td>
</tr>
<tr>
<td>(c) Its battery is charged regularly</td>
<td>3. thus</td>
<td>(iii) scientists take care of it.</td>
</tr>
<tr>
<td>(d) Its sensors are kept accurate</td>
<td>4. in order to</td>
<td>(iv) it is kept away from water.</td>
</tr>
<tr>
<td>(e) Asimov can’t take care of itself</td>
<td>5. for</td>
<td>(v) it can stay balanced.</td>
</tr>
</tbody>
</table>

Different conjunctions have different uses.

- therefore, so, thus indicate effect
- because, as, for indicate reason
- so that, so as to, in order to indicate purpose

Let’s Catch Up

Giving a Short Talk

Work in groups, selecting one question on HOW THINGS WORK and make a presentation for the explanation. You may gather information from your school library or the Internet.
There are times when we have to explain how or why something happens. Your teacher may ask you to explain how water evaporates or your little sister or brother may ask you to explain how traffic lights work. Speaking or writing about how or why something happens is called an explanation.

**Structure**

**Title:** a question or phrase that indicates the purpose of the piece

**Introduction:**
a few lines introducing the topics

**Main body:**
3–5 different points about your topic that you think are most relevant to your audience and will need to be explained

**Conclusion:**
Summarise the information or end by listing various things that the readers can do after understanding the explanation.

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**Language Features**

**Simple Present Tense**

**Action Verbs**

**Technical Terms**

**Conjunctions**

**Written in third person**

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**How Does a Magnetic Compass Work?**

If you’re lost in the woods, your best chance of finding your way might be a tiny magnet.

A magnet is what makes a compass point north; the small magnetic pin in a compass is suspended in such a way that it can spin freely. The needle turns until one end points north and the other south, aligning itself with the Earth’s magnetic field. One can usually figure out which end is which from the position of the sun in the sky, remembering that the sun rises in the east and sets in the west.

So, if a person is looking down on the floating needle at about noon, with one end on the left, the point on the right, and the sun in front, it’s understood that the point shows the north.

For more than 900 years, explorers and travellers have been using the magnetic compass to find their bearings and reach their destination.

**Bearings** – to get to know where one is
Wind turbines are great because they only use wind to make electricity. They do not cause pollution, but they are not completely harmless.

Did you take note of the conjunctions in the previous sentences? The conjunction ‘but’ comes after a comma, while the conjunction ‘because’ does not need any punctuation.

Some conjunctions need a comma to join sentences, while some do not.

<table>
<thead>
<tr>
<th>Comma (,)</th>
<th>for</th>
<th>but</th>
<th>so</th>
<th>thus</th>
<th>yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>No punctuation</td>
<td>as</td>
<td>because</td>
<td>in order to</td>
<td>so as to</td>
<td>so that</td>
</tr>
</tbody>
</table>

Read the sentences given below and add a comma wherever necessary.

1. I lost my keys because I was careless.
2. I love basketball but I can’t play it every day.
3. I have to hurry for I cannot be late.
4. I have finished my homework so that I can play later.
5. The magician performed the trick successfully yet the bunny didn’t look happy.
6. I had a busy day today so I will rest when I get back home.
7. I am worried because I forgot to do my homework.
The Secret of the Machines

We were taken from the mine,
We were melted in the pit,
We were cast and hammered to design,
We were cut and filed to fit.
Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you twenty four hours a day!

We can pull and haul
And push and lift and drive,
We can print and plough
And weave and heat and light,
We can run and race
And swim and fly and dive,
We can see and hear
And count and read and write!

Do you wish to make the mountains bare their head
And lay their new-cut forests at your feet?
Do you want to turn a river in its bed,
Or plant a barren wilderness with wheat?
Our touch can alter all created things,
We are everything on earth - except The Gods!

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

—Adapted from The Secret of the Machines by Rudyard Kipling
1. **Answer the following questions.**
   a. Who are ‘we’ in the poem? How do you know?
   b. What do the machines need to ‘serve you four and twenty hours a day’?
   c. List any five things ‘we’ can do.
   d. What is one thing the machines are not?
   e. What do the machines mean when they say, “We are nothing more than children of your brain”?

2. **Write down the names of any two machines that you use every day.**
   Are they different from the machines described in the poem? How?

3. **Write down the names of any two machines that can:**
   a. lift  
   b. swim  
   c. fly  
   d. run

4. **Find any two words with the /ŋ/ sound and two words with the /j/ sound in the poem.**
Library

- Quiet is the Way to Be
- Please Talk Softly
- Make the Choice
- Only use your indoor voice
- Libraries are full of joys
- But they can’t be full of noise
- It’s okay to look,
- And find a book.
- Then you can read
- At your own speed.

A Book Speaks

- When you drop me on the floor
- I get stepped on - my sides are sore;
- Torn-out pages make me groan;
- I feel dizzy if I’m thrown;
- Every mark and every stain
- On my covers gives me pain;
- Please don’t bend me, if you do
- I don’t want to talk to you;
- But we will both be friends together,
- If you protect me from the weather
- And keep me clean so that I look
- A tidy, neat and happy book.

Now, for your library board, make a list:

- of rules to be followed in libraries, and
- suggestions on how to take care of books.
Travel
We travel every day, some of us travel to school and some travel to their work. We also travel to other far off places for pleasure. Whether long or short, these journeys provide us with opportunities to learn, see new things and make new friends. A journey sometimes can be more rewarding than the destination.

Getting Started
Where do you want to travel to the most? Think about the place and answer the following questions in one sentence.

1. Where is the place located?

2. How do you know about the place?

3. What do you want to see the most there?

4. Which means of transport(s) will you use to get there?

5. For how long would you like to stay there?
Listen to a tour guide briefing a group of tourists. Tick the correct option.

1. The tour guide will meet the tourists at ____________.
   a. the airport b. the hotel lounge
   c. the hotel restaurant d. the hotel parking

2. The first destination will be ____________.
   a. Calton Hill b. Loch Ness
   c. Edinburgh Castle d. Fort Williams

3. The second destination will be ____________.
   a. Arthur’s Seat b. Melrose Abbey
   c. Edinburgh Castle d. Calton Hill

4. ____________ has a host of historic monuments.
   a. Fort Williams b. Edinburgh Castle
   c. Arthur’s Seat d. Calton Hill

The /ɔː/, /ɒ/ and /ʊ/ Sounds

Read the following words.

long spot shot hall wall call put wood foot

Did you find anything common in the sound of these words?

The words in blue have the /ɒ/ sound, the words in red have the /ɔː/ sound, and the words in orange have the /ʊ/ sound.

Consider these sentences:
- The coffee was hot and strong.
- I saw a short man in the hall.
- Miss Rima is a good looking woman.

1. Circle the words with the /ɔː/ sound and underline the ones with the /ɒ/ sound.
   hot got ball shawl slot mall cross
   pot crawl sore mock socks saw small
Prepositions of Movement

Jumping into the pool.  Walking down the stairs.  Walking across the street.

Riding along the river.  Hiking up a mountain.  Running towards the bus.  Crawling through the grass.

Learning Link

‘Into’ tells us about the movement of an object/person. The preposition, ‘in’ tells about the position of an object/person.

‘At’, ‘on’ and ‘in’ also talk about the position of things.

2. The following words make the /u/ sound. Fill in the blanks with the correct letters to complete them.

a. co____d   b. h____k   c. ho____
   d. sh_____d   e. g____d   f. w____ld

Prepositions of Time

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>at 11:00 a.m. (clock times), at night, at noon, at midnight, at sunrise, at sunset</td>
</tr>
<tr>
<td>on</td>
<td>on Sunday (day), on 5th May (date), on my birthday, on a holiday, on the next weekday, on the last weekend</td>
</tr>
<tr>
<td>in</td>
<td>In 1985 (year), in March (month), in 3 weeks, in winter (season), in the morning, in the evening</td>
</tr>
<tr>
<td>since</td>
<td>from a particular time in the past until now – I have been living here since 2014.</td>
</tr>
<tr>
<td>for</td>
<td>used for a length of time – I have been living in Delhi for 3 years.</td>
</tr>
<tr>
<td>ago</td>
<td>used for a time earlier than now – I shifted to Delhi 3 years ago.</td>
</tr>
</tbody>
</table>
Pre-Reading

The map shows the distance between Italy and China. A distance of more than seven thousand kilometres separates both the countries.

• How do you think people in the past travelled such long distances?
• How long would people have taken to travel this distance?
• What difficulties would they have faced on such long journeys?

More than 700 years ago a warship commander of Venice, Marco, was captured by the rival city. He was put in a prison where he met a fellow prisoner and writer named, Rustichello. As the two men became friends, Marco told him about his time in Asia, what he had seen, where he had travelled and what he had accomplished. Rustichello found the stories so interesting that he wrote them down. They were eventually published as a book called ‘The Description of the World’, later known as ‘The Travels of Marco Polo’.

Marco Polo was born in the year 1254 to a wealthy Venetian merchant family. Polo’s mother died when he was young. His father, Niccolo and his uncle Maffeo, were successful jewel merchants. They were in China for much of Polo’s youth.

In 1269, Niccolo and Maffeo returned to Venice and met Marco for the first time. In 1271, the Polos decided to travel to China again. This time, 17 year old Marco accompanied them. During those times a journey from Europe to China took a very long time. First, the Polos took a ship across the Mediterranean Sea
Marco was very **observant** and thus he paid keen attention to everything. He met people of many different religions and learnt new things throughout his journey. He learnt Mongolian, Persian and Turkish. He was the first European to come across petroleum (the oil from which petrol is made). The people of Georgia used it to soothe their skin.

The Polos’ journey to China brought them face to face with many challenges. Perhaps the biggest of them was going through one of the largest deserts of the world - the Gobi desert in Asia. Marco later described it as, “This desert is reported to be so large that it would take a year to go from end to
end and at the narrowest point it takes a month to cross it. It consists almost entirely of mountains, and valleys of rock and sand. There is nothing at all to eat.”

Finally, after four years of travel, the Polos reached China and met the Emperor Kublai Khan, who was staying at his summer palace, in the city of Shangdu. The Polos lived in China for the next 16 years. Niccolo and Maffeo Polo were granted important positions in Kublai’s court. Marco impressed the Khan with his tales, and soon he was employed as his special envoy. As a result, Marco was sent to far-flung areas of Asia never before explored by Europeans.

His book ‘The Description of the World’ makes special mention of his time in China (Mongol empire) and the bizarre inventions he saw there. It told Europeans how paper money was used in China while the rest of the world used heavy metal coins; the same paper was used to make kites that were used to measure
distances and send signals. The book also tells us how black stones (now known as coal) were mined from the mountains and used as fuel. And among the most **revolutionary** things was the description of gunpowder – the Chinese used it to make firecrackers and weapons.

Finally, after 17 years in the Khan’s court, the Polos decided it was time to return to Venice. Their decision was not one that pleased the Khan, who’d grown to depend on the men. However, in the end he agreed to their request. On the way back they took a sea route known as the Spice Route. The route took them along the coast of Malaysia, Sumatra, Sri Lanka and India. After travelling for two years they reached Venice in 1295.

The Polos had been away from home for 24 years and their return to their native land undoubtedly had its difficulties. They struggled to speak their mother tongue and even their relatives could not recognise them. Three years after his return, Marco commanded a warship in a battle and was captured. The book, written when he was released, made Marco a celebrity. After his release from prison, Marco became very wealthy and famous for the tales of his travels. He soon married a woman named Donato Badoer and had three daughters.

Marco’s stories were so **unfamiliar** and strange to the people of Europe that many did not believe them to be true. The book eventually earned another title: ‘The Million Lies’. Marco, however, **stood** by his book. Centuries later, historians have proved that most of the things written in Marco’s book were true.

Marco lived to the age of 70. As he lay dying, in his home in Venice on January 8, 1324, friends and family visited him, **urging** him to admit that his book was fiction. Marco simply said, “I have not told half of what I saw.”

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**Understanding**

1. **Write True or False.**
   
   a. Marco Polo used the Silk Road to travel back to Venice. ________
   
   b. The name of Marco’s book was ‘A Million Lies’. ________
   
   c. The Spice Route took the Polos along the coast of Malaysia, Sumatra, Sri Lanka and India. ________
   
   d. Marco Polo saw petroleum in Georgia. ________
   
   e. The name of Kublai Khan’s summer palace was Shangdu. ________
2. Based on your reading of the chapter, tick the things that Marco saw in China for the first time. Write their names as well.

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

3. **Answer the following questions.**
   a. What languages did Marco Polo learn during his journey?
   b. What was the name of the book that contained stories about Marco’s journey? Who wrote it?
   c. Why was the Gobi desert one of the greatest challenges faced by the Polos during their journey to China?
   d. What did Marco Polo see in Georgia?
   e. Which route did the Polos take to return to Venice? How long did the return journey take?

4. **Think and answer.**
   a. Why do you think many people of Venice refused to believe Marco’s stories?
   b. Why do you think people did not know much about other countries in the past?

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**Borrowed Words**

The word ‘jungle’ is used in English as well as in Hindi because ‘jungle’ is a borrowed word.

When people from different cultures mix and interact, they adopt words from other languages and this is how we get borrowed words.

**Borrowed words** are words that have been taken from other languages.

The words *saffron, caravan, coffee* and *algebra* have been borrowed from Arabic. The words *ketchup, tea, litchi* and *ginseng* have been borrowed from Chinese.
## Blended Words

When a word is formed by combining two words it is called a **blended word**. We often remove some letters of the original words to form blended words.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>lunch</td>
<td>brunch</td>
</tr>
<tr>
<td>spoon</td>
<td>fork</td>
<td>spork</td>
</tr>
<tr>
<td>emotion</td>
<td>icon</td>
<td>emoticon</td>
</tr>
<tr>
<td>biography</td>
<td>picture</td>
<td>biopic</td>
</tr>
<tr>
<td>cybernetic</td>
<td>organism</td>
<td>cyborg</td>
</tr>
</tbody>
</table>

## Clipped Words

Some new words are formed when old words are shortened. Words formed in this way are called **clipped words**.

**For example:**

<table>
<thead>
<tr>
<th>Old word</th>
<th>New word</th>
<th>Old word</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement</td>
<td>ad</td>
<td>telephone</td>
<td>phone</td>
</tr>
<tr>
<td>omnibus</td>
<td>bus</td>
<td>aeroplane</td>
<td>plane</td>
</tr>
<tr>
<td>examination</td>
<td>exam</td>
<td>refrigerator</td>
<td>fridge</td>
</tr>
<tr>
<td>influenza</td>
<td>flu</td>
<td>pantaloons</td>
<td>pants</td>
</tr>
</tbody>
</table>

1. The following words are borrowed words. Work out their meaning and look them up in a dictionary to see if you are correct.

   a. century - ____________________
   b. telescope - ____________________
   c. fracture - ____________________
   d. micrometer - ____________________
   e. utensil - ____________________
   f. microscope - ____________________

2. Form new words by blending the pairs of words given below.

   a. night + landscape
   b. city + landscape
   c. electronic + mail
   d. walk + marathon
   e. work + marathon
   f. Europe + Asia

3. Form clipped words from the following words.

   a. Mathematics - _____________
   b. laboratory - _____________
   c. microphone - _____________
   d. champion - _____________
   e. doctor - _____________
   f. hippopotamus - _____________
   g. rhinoceros - _____________
   h. necktie - _____________
1. Fill in the blanks with the correct preposition. Also write M for preposition of movement and T for preposition of time.

   a. Marco travelled ________ (through/along) the silk road to China.
   b. He sailed ________ (up/across) the Mediterranean Sea.
   c. He left for China ________ (in/on) the year 1271.
   d. Marco went ________ (along/through) many small villages.
   e. He slowly made his way ________ (towards/across) his destination.
   f. Marco returned home ________ (before/after) twenty four years.
   g. He died ________ (on/in) 8 January 1324 in Venice.
   h. He died ________ (in/at) the evening.
   i. It has been more than seven hundred years ________ (ago/since) Marco made his journey.
   j. He could speak many languages ________ (since/after) he finished his journey.

2. A group of travellers is on an expedition. Identify the travellers from the preposition describing their movements. Write their names in the pictures.

   David is walking through a dense forest. Priya decides to swim across the river. Prerna is running down the mountain. Ben is making his way towards the mountain. Ali walks up the mountain to reach its peak. Adi is walking along the river.
Helping Hand

1. Start by mentioning what is in the picture. You can begin by saying:
   • In the picture I can see ...
   • There’s a ...
   • The picture shows ...
   • It looks like (when something is not clear)

2. Say what is happening in the picture. Use the present continuous tense for this.

3. Talk about what is where. Use prepositions like:
   • near/far
   • top/bottom
   • next to
   • in front of/behind
   • left/right and so on.

4. Say what you think about the picture. Use phrases like:
   • The picture makes me think of ...
   • I like (or don’t) like it because ...

Observe the picture carefully and describe it to the class.
Informal Letter

Palestine
8 February, 1272
Dear Giovanni,

It’s been very long since I last saw you, and I thought I would write to you to see how things are back in Venice. So how are you doing?
The first leg of our journey is over. I never imagined I would go so far away from home. Father says we haven’t seen everything yet; China is still very far away. I’m at the edge of my seat just thinking about the rest of the journey. The Mediterranean Sea was quiet and peaceful this time of the year. I’m grateful there weren’t any storms. We landed here in Palestine a week ago. We would have left Palestine by now but we haven’t found any good ships. Father and Uncle have decided to take the land route. I think it’s all for the best; I prefer walking and riding to sailing. I will even get to ride a camel! But before that, there is a long wait, it will take some weeks to prepare for the rest of the journey.
I must end now. Write back as soon as you can.
Yours affectionately
Marco

As Marco’s friend Giovanni, write a letter to him.

- You can begin with a general introduction asking about his health, and informing him about recent events in Venice.
- Ask him questions about Palestine and the Mediterranean Sea.
- Enquire about his plans for the rest of the journey.
- Wish him luck for the rest of his journey.

Words Easily Confused

It’s or Its

It’s is a contraction of it is or it has.
So, when we write: It’s not known where Marco Polo was born.
We mean it is not known ...

Its (without an apostrophe) is a possessive pronoun. It shows that something belongs to something else.
So when we write: Marco Polo was amazed to see China and its different inventions.
Its in this sentence means belonging to China.

Who’s or Whose

Who’s is contraction of who is.
So when we write: Marco Polo, **who’s** known as a great explorer, lived in Venice.

We mean Marco Polo **who is** known as...

**Whose** refers to something that belongs to someone.

So when we write: Kublai Khan, in **whose** court Polo worked, was a strong king.

**Whose** here tells us that the court belongs to Kublai Khan.

**There or Their**

**There** is an adverb, it refers to a place.

**Their** refers to something that belongs to more than one person or thing.

**There** was a large desert that the Polos crossed with **their** caravan.

**Then or Than**

**Then** means at that point in time.  
**Than** is used to compare two things.

1. **Read the following sentences and tick the correct option.**
   
   a. There/their is not much water in the Gobi Desert.
   
   b. The Polos learnt a lot from there/their journey.
   
   c. It took longer to travel distances in the past then/than it does now.
   
   d. This is because people did not have aeroplanes then/than.
   
   e. The Polos reached Palestine. From there/their they decided to travel by land.
   
   f. When the Polos reached home, there/their relatives could not recognise them.

2. **Tick the correct sentences and correct the incorrect ones.**
   
   a. Its been more than seven hundred years since Marco Polo went on his journey.
   
   b. Marco Polo relied greatly on Kublai Khan’s favour, who’s help he needed to live in China.
   
   
   d. Marco also described the Gobi desert and it’s vastness.
   
   e. The book was written by a writer from Pisa, whose name we now know as Rustichello.
   
   f. The distance Marco Polo travelled was very long. Its been calculated to be around twenty four thousand kilometres.
   
   g. The city where Kublai Khan lived was in China. Its name was Shangdu.
   
   h. Marco’s uncle, who’s name was Meffeo also travelled with him.
From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is the cart run away in the road
Lumping along with man and load;
And here is a mill, and there is a river:
Each a glimpse and gone forever!

—Robert Louis Stevenson

1. **Answer the following questions.**
   
a. List the things the poet sees out of the railway carriage.
b. What was the child doing when the railway carriage passed by?
c. Where does the poet see a man with load?
d. Write the phrase that describes:
   i. the speed of the train
   ii. that the scenes out of the carriage are passing by very quickly

2. **A simile is a comparison made by using the words ‘as’ or ‘like’. Find and write the two similes used in the poem.**

3. **Find and write the /ɒ/ and /ɔː/ sound words in the poem.**
A research is a careful study of something to find more information and facts about it. While looking for information about someone famous you can prepare a list of some questions that will guide your research.

Research the life and achievements of Ferdinand Magellan. You can find the information by surfing the Internet or reading an Encyclopedia about explorers.

Name: ________________________________

1. Do you already know about him? What do you know?

___________________________________________________________________________

2. When and where was he born?

___________________________________________________________________________

3. What is he famous for?

___________________________________________________________________________

4. What are his accomplishments?

___________________________________________________________________________
___________________________________________________________________________

5. Why did he do these things?

___________________________________________________________________________
___________________________________________________________________________

6. What difficulties did he face?

___________________________________________________________________________

___________________________________________________________________________