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First Published in 2019
Revised Edition in 2020

Published by Sarvesh Shrivastava, Managing Director, Proficiency Learning Solutions Private Limited
Head office: Proficiency Learning Solutions Pvt Ltd., A-12, 2nd Floor, Mohan Cooperative Industrial Estate, Main Mathura Road, New Delhi -110044
Registered office: 99, DSIDC complex, Okhla Industrial Area Phase-I New Delhi-110019, India

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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
- interesting age appropriate text and stimulating multiple intelligences based exercises
- 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
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
- 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 guidelines, assessments, answers and checklist
- Includes 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

**Say it Right:** Pronunciation and understanding of basic intonation

**Vocabulary:** Learning through the context of the theme and text

**Plug-In:** Application of Tenses, Punctuation and other language elements

**Learning Text Styles:** Elaborates the function and structure as well as features of different text types

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

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

**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
- 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

**Celebrating Poetry:** Poems as per the theme

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

**Enrichment:** Sums up the unit with components such as life skills, social interaction and information literacy
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We all have friends. Some friends are closer to us than others. With these friends, we like to share every little thing – our secrets, dreams, jokes and the deepest feelings. It is important to share our feelings with them.

Getting Started

To have a good friend, we should know how to be a good friend.

List the characteristics that you look for in your friends.

...........................................................................................................
...........................................................................................................
...........................................................................................................

List characteristics that make you a good friend to others.

...........................................................................................................
...........................................................................................................
...........................................................................................................
Listen to Aashima’s letter to her friend, Jaya. Then, answer the questions that follow:

1. To which place did Aashima relocate?
2. Which school did Ashima go to in the new place?
3. Name Aashima’s new friends.
4. What did Aashima choose as her music activity?
5. What did Jaya give to Aashima as a farewell gift?

Say it Right

Silent Consonants

Read aloud the word ‘autumn’. Did you pronounce the consonant ‘n’ in the word?

Many words in English have an unpronounced consonant. Such consonants are called silent consonants. The following table may help us with the silent consonants.

<table>
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<tr>
<th>K</th>
<th>W</th>
<th>silent before</th>
<th>N</th>
<th>knee</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>listen</td>
</tr>
</tbody>
</table>
1. Find words with silent consonants and circle the silent consonant.

| pupil | numb | plug | history | cheap | shop |
| wall | scenic | cave | happy | bottle | craft |
| truth | album | revert | drizzle | dodge | fantastic |
| morning | activity | reference | grade | subtle | normal |
| Wednesday | Monday | Friday | Sunday | Saturday | Thursday |

2. Use the clues to complete the crossword.

Note: All the words have silent consonants.

1. My mother ............................................. a sweater for me.
2. A driver must be able to understand all the traffic .............................................
3. I am a warrior of a castle.
4. I am short and always wear a pointed hat.
5. I am dangerous. I can explode!
6. You get a ............................................. when you pay a bill.
7. You use me to untangle your hair.
### Subject Verb Agreement

The verb must agree with the subject in person and number. The following rules should be followed for the same.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Explanation</th>
<th>Examples</th>
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</table>
| 1. A singular verb is used for a singular subject and a plural verb is used for a plural subject. An '-s' or '-es' is added to the verb with '-he, she, it, or a singular noun. | **Rita goes to office by train.** | One subject singular verb  
Rita goes to office by train. |
| 2. If two or more subjects are joined by the conjunction ‘and’, they mostly take a verb in the plural form. | **Ananya and Aditi go out for a movie.** | Two subjects conjunction plural verb  
Ananya and Aditi go out for a movie. |
| 3. A singular subject preceded by ‘each’ or ‘every’ takes a singular verb. | **Every student is expected to be regular.** | One subject singular verb  
Every student is expected to be regular. |
| 4. Two or more singular subjects connected by ‘either-or’ take a singular verb. The same rule applies for ‘neither-nor’. | **Either Shyam or his cousins have to leave.** | Two singular subjects singular verb  
Either Shyam or his cousins have to leave. |
| 5. If the first subject is singular and second is plural, and they are joined by ‘either-or’, a plural verb is used. The same rule applies for ‘neither-nor’. | **Either Shyam or his cousins have to leave.** **Neither Shyam nor his cousins have to leave.** | Singular subject plural subject plural verb  
Either Shyam or his cousins have to leave. Neither Shyam nor his cousins have to leave. |
| 6. A singular verb is used for collective nouns. It also applies for nouns like ‘a pair of scissors’. | **A herd of cattle crosses the road.** | Collective noun as subject  
A herd of cattle crosses the road. |
| 7. If a plural noun denotes a quantity or amount considered a whole, it takes a singular verb. | **One lakh rupees is a lot of money.** | Plural subject denoting amount singular verb  
One lakh rupees is a lot of money. |
**Articles**

In a sentence, the subject and the other objects should also agree with the articles.

**WHEN WE MENTION ANY ONE OF MANY ITEMS**

(it doesn't matter which one is)

A/AN

- a chair
- a bird
- an egg

(with singular countable nouns)

**WHEN WE MENTION SPECIFIC ITEM(S)**

(we distinguish it/them from other(s))

THE

- The egg in the circle.
- The eggs in the circle.
- The ice at the poles.

(with singular and plural countable nouns, and with uncountable nouns)

**WHEN WE MENTION THINGS IN GENERAL**

(we make a generalisation)

Ø

No Article

- Two-thirds of our body is **water**.
- Eggs are good for **health**.
- Humans have to save the **Earth**.

(with plural countable or uncountable nouns)

**Pre-reading**

Make smaller words from the letters of the word given below. Follow the hints:

‘**FRIENDSHIP**’

1. To sit or make a journey on a horse/motorcycle: 
2. An evil or a cruel person: 
3. To have dinner: 
4. Antonym for ‘earn’: 
5. The collective noun for lions: 
Monday 27th

Today, the morning was action-packed! Mr Srivastava made us shift all our desks around to make a big U shape along the back of the classroom. So, now we no longer sit in pairs. Daisy now sits on my right and Mayank, on my left!

It’s been a year since Daisy and I became good friends. We share everything – from our fancy pens to all big and trivial secrets, with each other. Many a time, we spend hours talking to each other. Ours is a relationship that cannot be compared to any other friendship.

If I go back a year, I remember how things were very different before this amiable bond began to form between us.

Oh, it is already 10:00 pm. Time to go to bed! Don’t worry dear diary, I will come back to you tomorrow and tell you how Daisy and I became friends.

Kalyani
Tuesday 28th

Today, the day was really crazy! It began with Mr Srivastava asking us to submit our homework and as usual, most of us had one excuse or the other for not submitting it. Some forgot, others had left their notebooks at home. He yelled at all the students who had not submitted their homework, except of course Daisy. She, as usual, didn’t find the time to do the homework because of her volleyball practice for the National Championship. It had extended till late evening, yesterday. Everybody in the class, including Mr Srivastava, knew that with her late-evening sports practice, it becomes really hard for Daisy to manage projects and homework. Naturally, all of us thought that he was just being partial to her.

We have been classmates since grade 1, but Daisy and I hardly talked to each other earlier. We had completely different groups of friends. My friends and I were more inclined towards our studies, whereas Daisy and her group actively participated in sports and other recreational activities. Daisy was the top athlete of our school, which she still is. I never liked Daisy and found her manipulative. I used to think that she used her participation in sports as an excuse for not submitting projects and homework on time. Now, I realise how shallow I was. Just imagine, I judged her without even knowing or talking to her.

Will stop now. Catch you tomorrow and will continue from where I left off tonight.

Kalyani

3 inclined: likely or tending to do something
4 manipulative: skillful at influencing someone, often in an unfair way
5 shallow: a person who doesn’t feel or think deeply

Which of the two groups of friends do you relate to? Why?

Kalyani calls herself shallow. What characteristic trait of Kalyani does it reflect?
Wednesday 29th

Today, the school photographers came to the school. They took class pictures as well as pictures of individual students. Some students also had family shots taken with their siblings (like, the photographs I used to take with my brother until he left), and we got photos clicked with our friends as well. Daisy and I were so excited to get ourselves clicked together.

I remember the ones that we took at the summer camp last year; they’re really funny. They’re not very clear, and quite small at that. In all the pictures, we were either doing something silly or making funny faces. These pictures of ours always bring on pure nostalgia.

What an adventurous camp it was!

Here we go, the story continues from here! On this very adventurous camp, one of the activities was zip lining. We had to slide across a valley by hanging on a steel rope. The activity was done in pairs, and guess what! I was paired with Daisy – the person I disliked the most in the class! She was the star athlete of the school, and I was just a nobody. She was right behind me and I knew that I couldn’t slide faster than her. I was sure that she would try to push me forward with her legs, or even kick me hard from behind. The more I thought about it, the more it perturbed me. I was so afraid of being embarrassed in front of all the students. I just couldn’t trust her!

What happened next is a major twist in our story of friendship. I will come back to you with the rest of the story tomorrow. Got to sleep now! Bye, good night!

Kalyani

What do you do on your class photograph day?

Daisy mentioned that the camp was adventurous. Where do you think they had gone for this adventurous camp?

nostalgia: a feeling of pleasure and affection when remembering happy times of the past

valley: an area of low land between hills or mountains

perturbed: disturbed or worried
Thursday 30th

It was a great day. There was an inter-school swimming competition and I had won! Everybody was very happy about it. However, I give all the credit for winning to Daisy. You see, a year ago, I never won anything more than an éclair in any such sports competition! I was an absolutely studious child who thought that students like Daisy, who are more into sports, just fritter away their time in playing and doing nothing. It was Daisy who actually taught me the importance of sports and sportsman spirit.

Let's take up the story from where we left yesterday. The set-up for the zip line was ready. Unluckily, we were the first pair to cross the valley. I was nervous, but all I wanted was to slide across quickly and leave Daisy behind with a good margin. I somehow wanted to prove that whether its academics or sports, I was superior to her in every field. The trainer fastened the safety harness around our waists, and we were ready. I pushed myself forward with all my strength and began the slide. In order to prove myself better than Daisy, I had put so much effort in pushing myself off, that the safety rope broke. I felt a sudden jerk, and I lost my balance. Daisy was right behind me. She instantly grabbed my safety rope and encouraged me to keep going. I will never forget her words, “Keep going, Kalyani! You have almost reached!” Until I reached the other side, she held the safety rope tightly. Her hands were bleeding. The spontaneity of her actions saved me. I felt so ashamed for having all those malicious thoughts about her. I had been so wrong about the kind of person Daisy was. I had judged her too quickly. She was really helpful and humble. It was no wonder that she was the apple of everyone’s eye. From then on, we became the best of friends. Now, she encourages me whenever I lose confidence. I too help her with her studies and assignments. Goodnight!

Kalyani

inter-school: among two or more schools  
fritter away: spend unwisely  
fastened: to close or join together the two parts of something  
safety harness: a set of strips of leather, etc. to be worn by a person to keep them from moving off or falling  
spontaneity: quality of being so quick that comes naturally  
malicious: hateful
Understanding

1. Fill in the blanks.
   a. The students in the class no longer sit in .................................................
   b. Daisy and Kalyani have been studying in the same class since .................................................
   c. Kalyani was a ................................................ student whereas Daisy was more ..................................
   d. Kalyani won the ................................................ swimming competition.
   e. The students had to cross the valley on a .................................................

2. Reference to Context.
   a. “You see, a year ago, I never won anything more than an éclair in any such sports competition!”
      i. What changed the performance of the author in sports within a year?
      ii. To whom is the author talking?
      iii. How has the author’s attitude towards sports changed within the year?
   b. “The moment she reached the other side, I hugged her and thanked her.”
      i. Who was hugged by whom?
      ii. Why did the narrator hug ‘her’?
      iii. What is the “other side” mentioned here?

3. Answer the following questions.
   a. Describe the bond of friendship between Kalyani and Daisy.
   b. Why did Mr Srivastava not say anything to Daisy even though she did not submit her homework?
   c. How did Kalyani and Daisy spend time in class before they became friends?
   d. How was Kalyani’s performance in sports a year ago?
   e. How did the safety rope break? What happened after it broke?
   f. How did Daisy and Kalyani become friends?

4. There are many contractions used in this dairy entry. Mark them all and write their expanded forms.

5. Think and answer the following questions.
   a. Should Kalyani reveal to Daisy what she thought of her before knowing her? Why do you think so?
   b. Had you been in Kalyani’s place, how would you have managed your anxiety when Daisy was declared your partner for zip lining?
   c. Why do you think Daisy helped Kalyani?
Read these words and cross out the ones that do not describe friendship.

devoted trustworthy hostile loving reliable loyal faithful
distant caring cordial honest funny brotherly healthy
overwhelmed grandeur affection embraced poverty inseparable
thick and thin traditional materialistic bliss companion devotion

Here are some idioms that describe friendship. Read the idioms with their meanings.

- to get on like a house on fire: people get on like a house on fire when they like each other's company and become friends very quickly
- shoulder to cry on: someone who is always ready to listen to your problems
- fair-weather friend: someone who is your friend only when you are cheerful and successful
- to hit it off with somebody: to quickly become close friends with somebody
- to go through thick and thin: to support someone in difficult times

1. Now, write sentences using each of these idioms.

2. Read the following passage about true friendship. Fill in the blanks with words that describe friendship. You can use the help box.

Friendship is made up of respect, ..........................................., ........................................ and sacrifice.
In today's ........................................ world, it is difficult to find a friend and ........................................ who will stay by your side through .......................................... The story of Krishna and Sudama is the perfect example of true friendship. The two were ........................................ throughout their schooling in Vrindavan. Later, however, they lost touch and were busy in their respective lives. Krishna became the king of Dwarka while Sudama led a life in .......................................... Once, Sudama approached Krishna to ask for some financial help. He was amazed to see the ........................................ of Dwarka. While entering Krishna's chamber Sudama felt supreme ........................................... Krishna ran towards Sudama and ........................................ him. Sudama was ........................................ by the welcome given by Krishna. Then, as a ........................................ practice, Krishna washed Sudama's feet as a mark of respect for a Brahmin.
Let's Catch Up

The verb must agree with the subject in person and number. There are some rules that should be followed for the same.

1. **Fill in the blanks with the appropriate verb from the bracket.**
   
   a. No news ........................................... good news. (is, are)

   b. Either Ann or her family ........................................... to attend the function. (has, have)

   c. A pair of gloves ........................................... required for gardening. (is, are)

   d. Each and every guest ........................................... given a return gift. (was, were)

   e. A fleet of ships ........................................... sailing in the sea. (was, were)

2. **Correct the following sentences using the correct form of verb.**
   
   a. One of my books are torn.

   b. Nobody are allowed to carry the books.

   c. Samaira and Kriti is good friends.

   d. The jury has not given its verdict.

   e. A bunch of keys were lying in the park.

3. **Study the substitution table and make at least six sentences with proper subject-verb accord.**

   | Kalyani and Daisy | is | going for the school picnic. |
   | Neither Mr Srivastava nor the students | is | required to be present for the annual day |
   | Either the parents or the child | are | best friends |
   | A pair of scissors | are | performing at the annual day function |
   | A troupe of dancers | are | being distributed to the poor |
   | 20 kilograms of rice | are | needed to do this activity |

4. **Fill in the blanks with suitable articles: the, a, an or x (zero article).**
   
   a. I bought ....................... pair of trousers.

   b. We are staying at ....................... hotel.

   c. I do not like ....................... cricket.

   d. That is ....................... building I mentioned.

   e. ....................... price of fuel keeps rising.

   f. Jia travelled to ....................... Spain.

   g. Radhika is seeking admission to ....................... university.
h. I read ______________ amazing story.
i. My sister does not like ______________ vegetables.
j. I live in ______________ apartment. ______________ apartment is new.
k. We dined in ______________ Italian restaurant. ______________ food was delicious.
l. Sara can play ______________ guitar.

**Speaking**

*Talking about Friendship*

We all have at least one friend who has been with us since our younger days. This is one friendship that is always special. Talk about your friendship in groups.

- Where did you meet? How did you become friends?
- What qualities strengthened your friendship?
- Any particular incident which is closest to your heart about your friend?

**Writing**

*Invitations*

Special occasions are to be spent with family and friends. We invite people through verbal and written invitation. Invitations can be made interesting by adding your creativity to it.

Look at this sample birthday invitation card. The card and the vocabulary used on it are theme based.

**Halloween Birthday Invitation**

My dear Goblin Jacob

It’s my 12th birthday and I want to spook it with tricks and treats, witches and wizards, monsters and werewolves.

The details of the party I must share:

Come dressed in a spooky costume, only if you dare.

Sunday, October 31st is the scary date. So come all and meet your fate!

The time to howl is: 6 p.m. onwards

The haunted place is: 13, Spooky Mansion, Skeleton Street

Your creepy ghost and host – Sana

**Learning Link**

Use the words and idioms you have learnt in the Vocabulary section above.

Recently, you have shifted to your new house and would like to invite your friends for a house-warming party. Write an invitation card for the same. Make sure you add all the details mentioned in the above invitation card.
A hyphen (−) is a punctuation mark that’s used to join words or parts of words and to separate syllables of a single word.

1. Hyphenate the words wherever necessary in the following sentences.
   a. My brother is thirty five years old.
   b. She introduced me to her father in law and brother in law.
   c. He has been awarded for his state of the art design of the hospital.
   d. She has a two year old daughter.
   e. I need some self raising flour to bake the cake.

2. Use hyphen wherever required in the following phrases.
   a. three year old children
   b. high tension wire
   c. ninety nine years
   d. six pack abdomen
   e. fire fly lantern
   f. check out time
What is a diary?

A diary is a peep into our timeline. We write in a diary to describe events, to keep a record of events that we are part of, and to express our feelings and emotions. It can be a wonderful reflection of our life. A diary is usually a private document and we do not share it with anyone else.

Some people devotedly write a diary every day, while some write it occasionally. A diary entry can be made either in a diary, a notebook or a computer.

Format and Styles

- A diary entry begins with the date. It usually tells us who and what the entry is about, or where an event took place.
- We usually write diaries in an informal style. We use first person pronouns such as ‘I’ and ‘we’. It is as though we are having conversation with our diary.

My new roommates are well mannered. Rishi, one of the roommates, is from my class. He is wise and helpful. He is kind and smart, and helped me out in a very embarrassing situation.

We express our personal feelings in our diaries. We use nouns, adjectives and adverbs to describe events, people and feelings more clearly.
1. Now, identify as many of the features as possible from previous diary entries in this unit. Discuss those features in class.

2. Imagine you are Daisy. Using these features, write a diary entry describing how you helped Kalyani and became friends.

Quantifiers

Quantifiers are words that describe the number or quantity of a noun.

The quantifiers *all* and *all the* are used with plural or uncountable nouns.
We use *all* when we refer to a plural or uncountable noun in general.

referring to stars in general → All stars twinkle at night.

We use *all the* when we refer to a plural or uncountable noun within a group.

referring to stars in a constellation, not all stars in general → All the stars of this constellation are not very bright.

The quantifiers *each* and *every* are used with singular countable nouns.

We use *every* to refer to all the individual units of a group.

referring to all the students in the class → Every student in the class learnt origami paper craft.

We use *each* to emphasise an individual unit, rather than a whole group.

referring to individual item → Each paper craft had a different pattern.

We use *a lot of* to mean a large number or amount of something. We can use it for both countable and uncountable nouns.

We will need *a lot of milk* and *a lot of chocolate cubes* to make hot chocolate for everyone.

We use *a few* to mean a small number and *a little* to mean a small amount.

Put *a few green chillies* in the pasta. Now, add *a little salt* to the mixture.
1. Look at the pictures and fill in the blanks with *a lot of, a few or a little.*

![Eggs](image1)

a. There are ________________ eggs in this tray.

![Timers](image2)

c. I have ________________ time to make an omelette.

d. I have ________________ time to make an omelette.

![Oil](image3)

e. Pour ________________ drops of oil in the pan.

![Eggs](image4)

b. There are ________________ eggs in this tray.

![Time](image5)

![Oil](image6)

f. Pour ________________ oil in the pan.

2. Fill in the blanks using *all, all the, each or every.*

a. ________________ children in our street like to play cricket.

b. I have got something for ________________ of you.

c. ________________ advice you gave was very helpful.

d. Almost ________________ child loves ice cream.

e. ________________ students in grade 6 will go on a picnic.
Cherished Moments

In the journey of life, we experience many changes – a change in locality would mean a new school, a new class and making new friends. Every human is unique and we learn many new things from every person we meet.

Whenever you move on in the journey of life, do you forget your old friends? How do you keep in touch with them? How do you preserve old memories with your friends? Let us thank our friends by making badges and certificates to celebrate our friendships.

Here is a sample of a friendship badge. Design more such badges with the names of your friends and your most cherished moments with them. You can also create such badges on pastel sheets and award them to your friends.

CERTIFICATE OF APPRECIATION

Let your friends feel special by giving them this certificate of appreciation. Fill in the details on the certificate.

This is to certify that ................................................

is awarded this certificate for being the most ................................ friend.

Awarded at ........................................................

on ..................................................

...................................

...................................
People who overcome astounding odds to help make the world a better place inspire others. Does someone inspire you, too? Is that a famous person or someone from your own life?

Getting Started

“All of us don’t have equal talent. But, all of us have equal opportunity to develop our talent.”

- Dr A P J Abdul Kalam

Write a quote that inspires you the most and suits you the best. You can take help from the Internet or refer to books.

..................................................................

Express your thoughts in a sentence or two so that it motivates others. Your inspirational quote is ready. Write it down here.

..................................................................

..................................................................

Learning Link

When we repeat someone else’s statement, it is known as a **quote**.
Listening

Listen to a conversation between two friends. Now, answer the questions that follow.

1. What was keeping Jennie occupied?
2. Where did Jennie live before she moved to Park Square?
3. Why did Sara invite Jennie?
4. Did Jennie accept the invitation?
5. What is Sara’s address?

Say it Right

Read the following words aloud.

<table>
<thead>
<tr>
<th>forget</th>
<th>tomato</th>
<th>America</th>
</tr>
</thead>
</table>

Do you notice how the words break up into smaller sounds? These smaller sounds are called syllables.

<table>
<thead>
<tr>
<th>for/get</th>
<th>to/ma/to</th>
<th>A/mer/i/ca</th>
</tr>
</thead>
</table>

These words have two, three and four syllables, respectively.

The teacher wants to distribute these biscuits among students. Break the words on them into syllables. The first one has been done for you. Now, read these words aloud to practise saying them correctly.

a. a/ny/one  b. doctor  c. internet  d. dictionary
e. negative  f. landscape  g. mammal  h. journalist
i. independent  j. autobiography

Learning Link

A syllable is a word or part of a word that is pronounced as a single sound. Each syllable has one vowel sound in it.
Pronouns are words that are used in place of nouns. Now, read about the types of pronouns.

**Personal Pronouns**
- These pronouns refer to a particular person or thing.
  - *They* are not attending the New Year Party tonight.
- I, me, we, us, you, he, she, his, her, it, they, them

**Possessive Pronouns**
- These pronouns are used instead of nouns to show possession or relationship.
  - *This dress is hers.*
- mine, yours, his, hers, ours, theirs

**Reflexive Pronouns**
- In these pronouns, the action reflects back to the subject.
  - *I will collect the filled-up forms *myself.*
- myself, ourselves, yourself, himself, herself, itself, themselves

**Emphatic Pronouns**
- These pronouns refer to a noun or pronoun to for emphasis. They usually come immediately after the subject.
  - *I *myself* will collect the filled-up forms.*
- myself, ourselves, yourself, himself, herself, itself, themselves

**Demonstrative Pronouns**
- These pronouns point to specific people or things.
  - *These are books that I have read. *That* is the one I want to read.*
- this, that, these, those
In 1948, the law was strict for native South Africans. They called it apartheid (uh-pahrt-heyt). The native citizens were not allowed to live or work in certain parts of the city. They were required to carry special passes or they would be arrested.

Nelson Mandela was the leader of the struggle against apartheid. He used civil disobedience against these laws. The government jailed him for almost 27 years accusing him of disobeying its inhuman laws. However, Mandela continued to work towards his goal of freedom of South Africa’s native citizens. In 1994, he was elected the president of South Africa in the first free election.

**Nelson Mandela spent his life leading a struggle in order to make laws better for native South Africans. If you wish to bring a change in the world, what would that be?**

From an early age, I spent most of my 1leisure time in the 2veld playing and fighting with the other boys of the village. I always remained at home, tied to my mother’s apron strings. I was often considered 3timid. At night, I shared my food and blanket with these same boys. I was only five years old when I became a herd-boy. I was supposed to look after all the sheep and the calves in the fields. The Xhosa have a 4mystical attachment to their cattle. They not only consider them as a source of food and wealth, but also as a blessing from God. It was in the fields where I learnt how to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams,

---

1leisure: free
2veld: uncultivated rural land or grassland in South Africa
3timid: showing lack of courage
4mystical: something mysterious in a supernatural way
and to catch fish with 5**twine** and sharpened bits of wire. I also learned to stick-fight, which is essential for any rural African boy to learn. I became adept at its various techniques, 6**parrying** blows, 7**feinting** in one direction and striking in another, and breaking away from an opponent with quick footwork. It was during these days that I developed a love for the veld, the simple beauties of nature and the clean line of the horizon.

As boys, we were mostly left to our own devices. We moulded animals and birds out of clay and played with them. We also made toys out of tree branches. Nature was our playground. We also had our own roller coaster. The hills above Qunu were dotted with large smooth rocks. We would sit on flat stones and slide down the face of the larger rocks. We did this until we had 8**sore** backsides. It was so painful that we could hardly sit down. I also learned riding. It wasn’t proper horse riding training under any adult supervision. I learned to ride by sitting on 9**weaned** calves. After being thrown several times, at last, I got the hang of it.
One day, an unruly donkey taught me a lesson for life. We had been taking turns climbing up and down its back. As soon as I jumped on the donkey, it bolted into a nearby thorn-bush. The thorns pricked and scratched my face till at last the donkey bent its head and unseated me. I had never felt so embarrassed in front of all my friends. I had lost “face” (as the Chinese say for dignity) among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

Usually, the boys played among themselves, but sometimes our sisters also used to join us. Together we would play games such as ndize (hide-and-seek) and icekwa (touch-and-run). The most popular game for boys was thinti, a game of youthful imitation of war. Two sticks were driven firmly into the ground in an upright position about one hundred feet apart. They were used as targets. The goal for each team was to hurl sticks at the opposing target and knock it down. We defended our own target and attempted to prevent the other side from retrieving the sticks that had been thrown over. As we grew older, we organised matches against boys from neighbouring villages. The ones who played tremendously in the game were greatly admired. The team which won the game celebrated its victory pompously.

What qualities of the narrator does this passage draw attention to?

Is the game, thinti, similar to any Indian traditional game? How?
After playing such games, I would return to my mother’s 14kraal where she prepared supper. I remember my father narrating stories of historic battles and heroic Xhosa warriors, while my mother would enchant us with Xhosa 15legends and 16fables. These tales stimulated my childish imagination, and usually contained some moral lesson. Like any other cultural fables, they had also been passed down from generation to generation.

Adapted from Long Walk to Freedom by Nelson Mandela

Understanding

1. **Answer these questions in one word.**
   a. Which tribe did Mandela belong to?
   b. What essential knowledge should every African-rural boy know according to the narrator?
   c. Name the most popular game that the boys played.
   d. Which games did the boys play with their sisters?
   e. Where did Mandela return to after playing games?

2. **Answer the following questions.**
   a. Why did the people around Mandela consider him timid?
   b. How old was Mandela when he became a ‘herd boy’? What were his responsibilities then?
   c. How were the Xhosa attached to their cattle?
   d. What did Mandela learn while out in the veld?
   e. Describe the roller coaster ride that Mandela and his friends went on.
   f. What lesson did Mandela learn from the donkey? How did he relate it to life?
   g. “I had lost ‘face’ among my friends.” Why did Mandela say so?
   h. How were the stories told by Mandela’s father different from those told by his mother?

3. **Find words from the lesson that mean the same as the following words. Also, form your own sentences using each word.**
   a. supposed (para I)   b. fit to be eaten (para I)
   c. proficient (para I)   d. sculpted (para II)
   e. honour (para IV)   f. stop (para V)

**Vocabulary**

**Idioms**

Read the following line from the story aloud.

“... a boy who remained at home tied to his mother’s apron strings ...”
The words in orange do not make sense if read literally! The words ‘tied to his mother’s apron string’ have a different meaning. They mean clinging to or depending on mother for every little thing. Such groups of words are called idioms.

**An idiom is a group of words that takes on a meaning which is different from the literal meanings of the words in it.**

**For Example:**
- a piece of cake
- to shed crocodile tears

1. In the following sentences, circle the idioms and write what you think each one means. Then consult a dictionary to find its real meaning.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Your deduction</th>
<th>Real meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Shivani had butterflies in her stomach when the coach called out her name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The hosts rolled out the red carpet to welcome the guests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The baby is as fit as a fiddle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Kevin has a bad temper. He gets angry at the drop of a hat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. There is nothing special about this painting. In fact, it is quite run of the mill.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Find some more idioms used in the lesson you read. Form new sentences using each of them.

**Practising Grammar**

**Types of Pronouns**

_Let’s Catch Up_

The different types of pronouns are as follows:
- Personal
- Reflexive
- Relative
- Possessive
- Demonstrative
- Interrogative

1. Circle the different types of pronouns in the following sentences. Also mention their type.

a. That bundle of old letters is yours.
b. I spend my leisure time playing chess.

d. Arun has a new bike. The bike that has the yellow seat is his.

e. What does Sunita want for lunch?

f. The President himself came to the school.

g. Those are the highest mountains in the country.

h. That ball is mine.

i. This will be Arun’s last chance to see the show.

j. Which book does the teacher recommend?

2. Fill in the blanks with the appropriate pronouns. The type of pronoun is mentioned in the brackets.

a. ...................................... has Dr Sunita’s contact number? (interrogative pronoun)

b. David is the boy .................................. stood first in the inter-school competition. (relative pronoun)

c. Sunanda helped .................................. to the snacks. (reflexive pronoun)

d. Aadya bought this doll. This doll is .................................. . (possessive pronoun)

e. ........................................ are the people you need to meet during the day. (demonstrative pronoun)

3. In the following sentences, some pronouns are used incorrectly. Rewrite the sentences using the correct pronouns.

a. This book belongs to Ajay. It is himself.

b. She is the girl her won the gold medal in the table tennis tournament.

c. Sapna has a white dog. This black dog is not her.

d. They found itself at a strange station.

e. Who is your favourite movie?

4. Complete each sentence using the relative pronoun and hints in the brackets. Follow the example.

Example: The woman whose purse was stolen (whose; purse stolen) reported her loss to the police.

a. ............................................................ (where; place, live) looks very different now.

b. ............................................................ (that; book, read) is missing from my bag.

c. I was surprised to see .......................................................... (whom; Mita, many years).

d. We really like the .......................................................... (which; painting, made).

e. Everyone must be polite to .......................................................... (who; people, older).
**Speaking**

*Sharing an Experience*

*We tend to take inspiration from people, stories, film characters, songs, etc., repeatedly in our lives. Have you ever faced a situation when you were in trouble and something or someone inspired you to find a way to solve your problem?*

Discuss:

- When did it happen?
- What was the problem?
- What inspired you and how?
- What did you do as a result of the inspiration?
- Do you think you would have been able to overcome the problem if you were not inspired by somebody?

**Writing**

*Character Sketch*

*A character sketch is a description of a person’s qualities. Complete this character study of Nelson Mandela when he was a boy.*

**Nelson Mandela**

*Character Traits (Choose from the list of adjectives.)*

<table>
<thead>
<tr>
<th>List of character traits</th>
<th>moody</th>
<th>brave</th>
<th>afraid</th>
<th>silly</th>
<th>curious</th>
<th>loyal</th>
<th>responsible</th>
<th>bossy</th>
<th>polite</th>
<th>generous</th>
<th>mean</th>
<th>calm</th>
<th>lazy</th>
<th>nasty</th>
<th>selfish</th>
<th>gentle</th>
</tr>
</thead>
</table>

**How was his relationship with the people around him? (you can choose to talk about any two people)**

*(Draw conclusion)*

**What were the challenges he faced?**

.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
How did he face those challenges?
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
How did he change himself over time?
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
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.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
I would/wouldn’t like him as a friend because ...
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
.................................................................................................................................................................................
Plug-In

**Past Tense**

There are four forms of the past tense:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past simple:</td>
<td>I danced yesterday.</td>
</tr>
<tr>
<td>Past continuous:</td>
<td>I was dancing.</td>
</tr>
<tr>
<td>Past perfect:</td>
<td>I had danced.</td>
</tr>
<tr>
<td>Past perfect continuous:</td>
<td>I had been dancing.</td>
</tr>
</tbody>
</table>

**The Past Tense is used:**

- to talk about events that occurred in the past.  
  Example: Jennie **graduated** from Harvard University.

- to talk about present or future events in conditions, hypotheses and wishes. 
  Example: I wish I **didn’t have** to go to Geneva.

- to talk about the present in a few polite expressions. 
  Example: I was **hoping** Davis would deliver the parcel.

1. Write the past continuous tense for the underlined verb to correct each sentence. Follow the example.

   While the music will play, the baby fell asleep.
   a. They **bake** a cake when I entered the house.

   ...........................................................
   ...........................................................
b. Parul has watched television the entire time that I was there.

c. I skated when I fell down and fractured my ankle.

d. When she arrived, I have been sleeping in my room.

e. Liza has bought a new dress when she saw me.

2. Connect each pair of sentences using simple past and past perfect tenses using the word in the brackets.

a. Tia paid the bill. She promised to treat everybody. (because)

b. Jack completed his homework. He went to bed. (before)

c. Kavya told us. She assembled the robot herself. (that)

d. The birds flew away. I cleaned their nest. (after)

e. My shoes were dirty. I stepped into a puddle. (because)

3. Change the verbs in brackets as directed to complete the sentences.

a. He [complete] the exercise. – Change to past perfect.

b. Ann [travel] to Australia with Divya. – Change to past continuous.

c. He [speak] to his father about his business plans. – Change to simple past.

d. They [try] to contact their sister for the past two days. – Change to past perfect continuous.

e. The bird [fly] out of the cage. – Change to simple past.

4. Fill in the blanks with the simple past or the past perfect continuous tense of the verbs in the brackets.

a. Joe [say] that he [train] for the marathon for the past three months.

b. Priya [clean] her room for ten minutes when her mother [ask] her to do so.

c. She [work] as a chef for almost a decade before she [retire] and moved to India.

d. The patients [wait] for a long time before the doctor [come].
If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same;
If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds’ worth of distance run –
Yours is the Earth and everything that’s in it,
And – which is more – you’ll be a Man, my son!

1make allowance: to give people a chance
2triumph: achievement or victory
3impostors: those who pretend to be somebody else in order to trick people
4foes: enemies
Poem Appreciation

1. Answer the following questions.
   a. Who are the two ‘imposters’ mentioned in the poem? Why are they called ‘imposters’?
   b. Explain the line, “If you can dream – and not make dreams your master …”
   c. What is the central idea of the poem?
   d. The poem was inspired by a good friend of the poet’s. Find out who the friend was.
   e. This is an advisory poem. Who is giving advice in the poem and to whom?

2. Think and complete.

<table>
<thead>
<tr>
<th>Why do you think the poet assigned this title to the poem?</th>
<th>Suggest another title for the poem. Support it with a reason.</th>
</tr>
</thead>
</table>

3. On the basis of the structure of the poem, complete the following sentences.
   a. The whole poem is written in ...................................... sentence.
   b. The sentence begins with the word ..................................
   c. There are ............................................ fullstops in the poem.
   d. The poem ends with .................................................. mark.

Poetic Devices

**Personification**

“If you can dream – and not make dreams your master ...”

In this line, the poet uses **personification.** **Personification** is a figure of speech where an object or an idea is given human qualities or abilities.

Here, dreams assume a human role or quality, i.e., being a master.

**Give another example of personification from the poem.**
Organising Information

A Lotus Diagram helps to organise information. The centre box is the main idea. The other boxes are used to support the main idea.

Use the given Lotus Diagram to show how Nelson Mandela was a great leader and fought for the freedom of the native citizens of South Africa. You can search the Internet or look through history books in the library for more information about Nelson Mandela and his leadership.

Nelson Mandela was a remarkable leader of the struggle against apartheid.
We all come across various kinds of dangerous situations. Our presence of mind and timely action help us to avert such instances and keep us safe.

Getting Started

Recalling an incident of a dangerous situation, which we faced in past, gives us goose bumps.

Have you ever escaped a dangerous situation successfully? What was the situation? Who helped you to escape? What could have happened if you had not received timely help?
Read the following sets of words aloud

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>races</td>
<td>stops</td>
<td>crabs</td>
</tr>
<tr>
<td></td>
<td>churches</td>
<td>writes</td>
<td>bags</td>
</tr>
</tbody>
</table>

Now, note the sound of the letter ‘s’ in columns 1, 2 and 3.

Column 1 = the /iz/ sound
Column 2 = the /s/ sound
Column 3 = the /z/ sound

1. Write the words below in the correct boxes based on the /s/ sound.

books  prizes  crabs  bosses  walks  /iz/
fleas  rises  drives  months  /s/
months  /z/
2. Read the following sentences. Underline the words with the letter 'c' and 's' or write /iz/, /s/ or /z/ sound at the end of the sentence.
   a. Diya writes a letter. ........................................
   b. Ram is doing the dishes. ........................................
   c. The police stops every vehicle for security examination at Park Square. ........................................
   d. He went to the market to buy some grocery, bags and rugs. ........................................
   e. Water freezes at 0°Celsius. ........................................

Language Ladder  
**Sentences and Clauses**

*We know what a simple sentence is.*

**Simple Sentence:**

- **simple sentence** → **one main clause**
  - one subject + one verb
  - complete thought

**Complex Sentence:** A complex sentence is made up of two or more clauses.

- **complex sentence**
  - **one main clause**
    - one subject + one verb
    - complete thought
  - at least one subordinate clause
    - subject: (may/may not be there)
    - verb: at least one
    - begins with a subordinating conjunction
    - depends on the main clause for complete meaning
Read the following complex sentences.

Note that in each example, the independent clause is highlighted.

1. While Ravi travelled by the bus, Sohan came by train.
2. Mummy was angry with Dora, because she had misbehaved.
3. I didn't like the play, although the star cast was good.
4. She added ice to the soft drink, because it was warm.
5. While Mummy baked a delicious cake, Dora and Ravi played carom.

Pre-Reading

1. Work in pairs and discuss what you should do in case of a fire in a multi-storey building. Tick (√) the actions, which are appropriate. Cross out (×) the wrong ones.
2. Complete the following table with the emergency contact numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Brigade</td>
<td></td>
</tr>
<tr>
<td>Ambulance (in case of</td>
<td></td>
</tr>
<tr>
<td>any casualties)</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
</tr>
</tbody>
</table>

**Reading**

The firemen were having a difficult time fighting the fire on the other side of the mountain. **Gusts** of wind blew on the fire and flames raced through the dry grass. Trees burst into flames. The faces of the firemen were black from the smoke and **soot** in the air. Their eyes stung from the smoke. Their faces were wet with sweat.

Sometimes, flames seemed to jump right at them. As the firemen sprayed water onto the flames, more flames sprang up elsewhere. But, at last, they began to feel as if they had the fire under control.

Without warning, the wind direction changed. The hot north wind blew across the dam and fanned the flames into new, **raging** life. Tree after tree went up in flames. New fires sprang up everywhere. The heat was unbearable.

The change had come so quickly that the firemen had to run for their trucks and head for the water reservoir to get away from the flames.

**Gust:** sudden strong rush of wind

**Soot:** black powder composed mainly of carbon, produced when coal, wood etc. is burned

**Raging:** violent

How did the change in the direction of the wind make things difficult for the firemen?
They stopped beside the water reservoir, thinking they would be safe, but a wall of fire had cut them off from the road that ran along the valley. There was no way that Abhay’s dad could get home to his family until the flames had died.

The fire was spreading up the mountains. Bits of burning leaves and twigs of trees were carried by the raging wind. Where the burning leaves and twigs fell, they started new fires. The raging wind drove the fire along the valley towards the houses. Nothing could stop that fire with the hot north wind behind it.

Abhay was outside his house when the wind changed. He felt the hot raging wind blowing on his face. He knew the fire would move fast. He could not wait for his father to come home. There was no time. He needed to get his mother and Kaashvi to move to a safe place immediately.

Abhay raced into the house. “Mum! Kaashvi!” he yelled. “The wind’s changed! The fire’s coming! We’ll have to get out of here. I’ll start the car.”

Abhay’s mother could not drive. Abhay could, but he had never driven without his father beside him. He only had a learner’s permit, not a licence. Still, he could not worry about that. Not with the fire coming.

The hot wind blew in Abhay’s face as he ran to the car. Abhay climbed into the car and started it. His mother and Kaashvi came running out of the house.

“What about old Mrs. Kumar?” his mother called out. “She’s alone. We must pick her up, Abhay.”

“Get in the car. Hurry!” Abhay yelled over the roaring wind. “We’ll pick up Mrs Kumar. Her house is along the way.”

Mrs Kumar’s house was beside a dirt track. The track was on the other side of the winding valley road. Abhay turned the car onto the bumpy track.

The smoke was getting thicker. Abhay’s eyes were stinging. How far away was the fire? Would there be time to pick up Mrs Kumar and get away before the fire caught up with them?

“There has to be time,” Abhay told himself. “There has to be time.”

Then, he saw Mrs Kumar’s house and he stopped in front of it. The wind hit him as he got out of the car. It was so hot that he had to turn his face
away from it as he ran to the house. The front door was shut. Abhay pulled it open. “Mrs Kumar!” he yelled. “Are you there, Mrs Kumar?”

The smell of smoke and the roar of the wind seemed to fill the house. Abhay’s eyes started to water as he walked in. Then, he saw Mrs Kumar lying on the floor. “Mrs Kumar, are you all right?” Abhay cried out.

Mrs Kumar did not move. Abhay grabbed her arm and dragged her through the doorway. As Abhay dragged her away from the house, he felt as if his legs would give way under him.

Abhay’s mother and Kaashvi were running towards him. Together, they carried Mrs Kumar to the car and laid her on the back seat.

As they set off along the dirt track, there was a great roar behind them. The trees behind Mrs Kumar’s house had burst into flames.

“The house will burn down any second!” cried Kaashvi. “Hurry, Abhay! We’ve got to get out of here.”

Abhay drove as fast as he could. The smoke was thicker now, and Abhay could hardly see the trees beside the track. “Drive on!” he told himself. “Drive on!”

They came to the winding valley road that led out of the mountains. Soon, the road turned away from the mountain. They came to the highway. The smoke was not so thick then.

The fire trucks and police were on the highway. The police had set up a road block. The police waved Abhay on. He drove to the town and stopped outside the hospital. Mrs Kumar was taken inside the hospital on a stretcher. “She’ll be all right soon,” a doctor told them.
Understanding

1. **Answer the following questions.**
   a. What made it difficult for the firemen to fight the fire?
   b. Why weren’t the firemen safe even after reaching the water reservoir?
   c. What made Abhay act before his father’s arrival?
   d. Why did Abhay’s mother insist on picking up Mrs Kumar?
   e. How did Abhay succeed in saving Mrs Kumar?

2. **Read the following words and infer their meaning from their use in the story. Then, check and write their dictionary meaning.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Inference from the Story</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fanned (para 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reservoir (para 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learner’s permit (para 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>winding (para 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give away (para 18)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Arrange the following incidents in the order in which they appear in the story.**

   a. As they set off along the dirt track, there was a great roar behind them.
   b. They came to the winding valley road that led out of the mountains.
   c. Bits of burning leaves and twigs of trees were carried by the raging wind.
   d. The hot wind blew in Abhay’s face as he ran to the car.
   e. The smell of smoke and the roar of the wind seemed to fill the house.

4. **Think and answer the following questions.**

   a. Abhay did not have a driving licence; yet, he drove the car to save his family. In which other ways could he have saved the family without taking the law in his hands? Write any one.

   b. Have you ever been in any emergency situation? Draw inferences from the incident and discuss:
      i. How did your decision help in overcoming the situation?
      ii. Had you not acted in that manner, what would have been the consequences?
Vocabulary

A rescue operation aims at saving lives and preventing dangerous situations caused due to natural or unnatural elements.

Write one word for the following. Choose your answers from the Help box.

- danger
- earthquake
- rappel
- rescue
- landslide
- casualty
- emergency
- tsunami

a. An act of saving someone from a dangerous or difficult situation

b. A serious, unexpected and dangerous situation calling for an immediate attention

c. The possibility or likely cause of harm or injury

d. A person injured or killed in an accident

e. An act of going down a cliff or a hill while attached to a rope

f. A sudden trembling of the surface of the earth due to seismic waves

g. A series of tidal waves caused due to underwater earthquakes causing destruction to life and property

h. Movement of rocks, debris and soil down the slope of a hill

Practising Grammar

Sentences and Clauses

Let's Catch Up

- a simple sentence: 1 clause, 1 subject, 1 verb
- stands alone, has complete meaning

- a complex sentence: 1 main clause, 1 or more subordinate clauses
- subordinate clause depends on the main clause
1. Underline the main clause in the following sentences.
   a. As it was getting late, I came back at once.
   b. Kim answered whenever she heard Maria’s questions.
   c. I know the man who said that Rocky lives here.
   d. Let’s meet at the cafe where we last met.
   e. After the class was over, everybody went out to play.

2. Complete these sentences using the appropriate main/subordinate clause from the help box. Write ‘M’, if the clause filled in the blank is the main clause, and ‘S’, if the clause is the subordinate clause.

   a. ........................................................., because it was raining
   b. Despite a lot of practice, .........................................................
   c. She didn’t study last night, .........................................................
   d. ........................................................., I’m not.
   e. ........................................................., he ordered for the grocery.

   even though she has her exam today    after he got home
   the match was cancelled
   she still struggled to solve the question
   although my parents are non-vegetarians

---

Speaking

Making Polite Conversation

We all like it when others talk politely to us. Which of the two instructions do you think you would appreciate?

1. In the given conversations, which one is more polite? Mark your answer.
2. Read these situations. Work in pairs and speak to your partner politely for the following situations.

a. Your friend visits your house asking you to come and play with him. You are busy with your project work. Say no to your friend, politely.

b. Your friend has invited you to her birthday party, but your mother did not permit you to attend it. Be tactful and politely tell your friend you cannot come.

c. Your father discusses the vacation plan with you but you have a different opinion. Speak to your father suggesting a change in the programme.

Writing

If we cannot communicate with someone verbally, we use written messages.

Jai received a phone call from his sister, Ria’s friend, Sara, while Ria was at the library. Sara informed Jai that their dance class, which was scheduled for Thursday evening, had been postponed to Friday evening. She also told him that they would need to pay the fees in the next class as it was the last day for fee submission.

Read the message written by Jai.

MESSAGE

11:00 a.m.
Dear Ria

This morning your friend Sara called up when you were at the library.

She left a message for you that the dance class scheduled for Thursday evening has been postponed to Friday evening. Also, you need to carry your fee cheque on Friday as it will be the last day for fee submission.

Jai

Now read the conversation between Eva and Anna.

Anna: Hello! Am I speaking to Shyna?

Eva: No, I’m sorry! This is Eva, Shyna’s daughter. May I know who is speaking?

Anna: Oh! Sorry. I am Anna.

Eva: Hello Aunty. How can I help you?
Anna: Could you please tell her that I'll pick her up at 4.30 in the evening for a meeting? And please ask her to carry the folder that I gave her yesterday.
Eva: Oh! Certainly. I'll let her know.
Anna: Thank you. Goodbye, my dear.
Eva: Bye.

Now, assume that you are Eva. Write a message for Shyna.
There are four forms of Present Tense.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>I play tennis.</td>
<td>The action is routine, a fact or an instruction or command.</td>
</tr>
<tr>
<td>Present continuous</td>
<td>I am playing</td>
<td>The action is mentioned as continuous or going on at the time of speaking.</td>
</tr>
<tr>
<td></td>
<td>tennis.</td>
<td></td>
</tr>
<tr>
<td>Present perfect</td>
<td>I have played</td>
<td>The action was completed in the recent past, but is related to the present time.</td>
</tr>
<tr>
<td></td>
<td>tennis.</td>
<td></td>
</tr>
<tr>
<td>Present perfect continuous</td>
<td>I have been</td>
<td>The action started in the past and is going on into the present time.</td>
</tr>
<tr>
<td></td>
<td>playing tennis.</td>
<td></td>
</tr>
</tbody>
</table>

1. Identify the form of the present tense in the following sentences.
   a. I am hoping to get a transfer letter, soon.
   b. We have lived here for ten years now.
   c. She works in a secondary school.
   d. I have been painting a landscape for three hours.
   e. She uses public transport to commute to office.

2. Fill in the blanks with the correct form of verb in Present Tense.
   a. I ........................................................ (cover) five rounds of this park so far.
   b. Birds ........................................................ (build) their nests in trees.
   c. She ........................................................ (work) since seven o'clock.
   d. Shaan and his mother ........................................................ (clean) the backyard at the moment.
   e. My sister ........................................................ (write) the essay since morning.
   f. Mr Kumar ........................................................ (practise) as a criminal lawyer for three years.
   g. She ........................................................ (just arrive).
   h. She is well informed about everything around because she ........................................................ (read) the newspaper every day.
   i. At this moment, Hina ........................................................ (study) in her room.
   j. My brother ........................................................ (go) for a walk in the morning.
Appreciating Poetry

The poet emphasises the importance of determination and positive thinking in achieving your goal. She explains the importance of not giving up and trying until you reach the desired outcome.

**Answer the following questions.**

1. “Though the young birds ... little longer”. How can you relate your life to the given situation?
2. What does the poet try to explain in the lines “Though the sturdy ... bowed her”?
3. You learnt different sounds of the letter 's' in the Say it Right section. Mark words with the /s/ sound in the poem.
4. How important is it to rise again after a defeat? What would you do if you fail an attempt at winning a cricket tournament or qualifying for an interschool competition?

Poetic Devices

**Alliteration**

Alliteration is the occurrence of the same initial sound in words that follow each other in lines or a sentence.

For Example: Sally sips soup for supper.

In the line above, the /s/ sound is repeated in consecutive words.

**Find four lines with alliteration from the poem.**
You have studied about a rescue operation in the story “The Burning Trail”.

Do you think it requires a lot of courage to conduct a rescue operation?

Can our simple deeds also help in saving someone’s life?

Let us be creative and help in building a better environment for the little-winged creatures. Let us create a birdhouse with the help of the following instructions. You may take an elder’s help for the activity.

1. Take easily available empty plastic bottles, metal cans or wooden boxes.

2. Now, make a big hole in the middle as shown in the image. The hole should be big enough to place a food bowl and for birds to rest.

3. Make a hole in the lid of the bottle or box to add a string on top to hang the birdhouse from. You can also keep it on any high surface.

4. Decorate your birdhouse.

5. Place the birdhouse in a balcony or on a terrace. Add fresh grains in the food bowl daily and wait for your little friends for the house warming.

Now that you have learnt to make these birdhouses, leave instructions for people to put more and more of them around their homes. Persuade people about the importance of your mission to rescue birds during the sweltering heat or freezing winters.

Write a notice for your society notice board, encouraging residents to make and put up such bird-houses. Mention why this is an important service.
Getting Started

Can you imagine a day without everyday machines such as a fan, mixer grinder or television? These devices have dramatically changed the way we live, making life more comfortable. We owe this comfort to the contributions made by scientists from all over the world.

Look at this picture and identify at least ten scientific devices – either old or new.
Listen to the passage and complete the following table.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supercomputers are used in the fields:</td>
<td></td>
</tr>
<tr>
<td>Supercomputers were first used in the country:</td>
<td></td>
</tr>
<tr>
<td>India’s first indigenous supercomputer was commissioned on:</td>
<td></td>
</tr>
<tr>
<td>The name of the India’s first supercomputer:</td>
<td></td>
</tr>
<tr>
<td>India's first supercomputer was installed in:</td>
<td></td>
</tr>
</tbody>
</table>

Say it Right

-read Words

Read the following -ed verbs.

waited reached climbed

Note that the end sound of these words differs slightly from each other.

waited: ‘-id’  
reached: ‘-t’  
climbed: ‘-d’

<table>
<thead>
<tr>
<th>End Sound</th>
<th>Occurrence</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-id</td>
<td>Words ending in -t or -d have /t/ as the end sound when their past tense is made by adding -ed.</td>
<td>succeeded, excited, included</td>
</tr>
<tr>
<td>-t</td>
<td>Words ending in -k, -sh, -ch, -s or -x have /t/ as the end sound when their past tense is made by adding -ed.</td>
<td>checked, finished, missed, fixed</td>
</tr>
<tr>
<td>-d</td>
<td>In the past tense form of verbs ending in all other sounds the -ed sound is pronounced as /d/.</td>
<td>saved, burned, compared, tried</td>
</tr>
</tbody>
</table>
As I walked through the corridor, I noticed a troop of monkeys on a tree. While a few jumped from one branch to the other, a few others just closed their eyes and slept. An infant hugged its mother when she fed him a banana. Suddenly, one of them shouted and raised an alarm and all the monkeys disappeared. One of them came near me. I was scared but waited for it to go away; I finally succeeded in reaching my destination.

**Language Ladder**

**Conjunctions**

Words that join words, phrases or clauses are called **conjunctions**.

**Types of Conjunctions**

- **coordinating conjunctions**
  - They join two words, phrases or clauses, and even sentences.
  - These are: **for, and, nor, but, or, yet, so** (FANBOYS)
  - *It's raining, so we cannot play outdoors.*

- **correlative conjunctions**
  - These conjunctions are always used in pairs. They join phrases or sentences of similar importance.
  - For example: **either-or, neither-nor, not only—but also, both—and, etc.**
  - *Rohan not only won the sports Champion's Trophy, but also the All Rounder award.*

- **subordinating conjunctions**
  - These join two clauses so that one of them is a subordinate clause in a complex sentence.
  - For example: **after, since, if, although, because, etc.**
  - *I can come with you if you pick me up in the morning.*

**Pre-reading**

Match the names of the following inventors with their inventions.

<table>
<thead>
<tr>
<th>Inventors</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright Brothers</td>
<td>telephone</td>
</tr>
<tr>
<td>Carl Benz</td>
<td>air conditioners</td>
</tr>
<tr>
<td>Alexander Graham Bell</td>
<td>aeroplanes</td>
</tr>
<tr>
<td>Willis Carrier</td>
<td>braille script for the blind</td>
</tr>
<tr>
<td>Louis Braille</td>
<td>motorcar</td>
</tr>
</tbody>
</table>
We all 1*dread* the syringe, don’t we? It is feared by every child but used often by doctors. Why? Because it is a great medical device. Medical equipment like syringes look scary, but are 2*vital* to modern medical science. Medical equipment was, in fact, of great importance thousands of years ago as well. But how could medical and surgical equipment be of any importance at a time when there was no modern technology and no knowledge of surgery? Well, the ancient Indians knew a thing or two about medical science and surgery. In the 6th century BC, an Indian 3*physician* named Sushruta wrote one of the first works on medical science. The text is now known as *Sushruta Samhita*. It describes several surgical instruments that resemble the modern ones. And this was more than 2500 years ago!

The text goes one step further and talks about techniques to perform cataract surgery, plastic surgery, tooth removal and many other vital procedures. Imagine, all this was done at a time when there was no modern technology. Sushruta also wrote about 1120 illnesses and 700 medicinal plants. Owing to his contributions to the science of medicine, Sushruta is popularly known as the ‘Father of Surgery’.

Let’s read the number 1120 again. It reads one thousand one hundred and twenty. How do we know that the first 1 stands for thousand and the second 1 stands for hundred? This is because of the place value system, isn’t it? This system, as it is used today, was also developed by ancient Indian mathematicians. The numerals 1, 2, 3 and so on also trace their origins to ancient India. This way of representing numbers is known as the Hindu–Arabic numeral system. This system made mathematical calculations much faster and easier.
And let’s not forget the zero, the number that represents nothing. The idea of a number to denote nothing also originated in India. The oldest text denoting a zero was written in a **manuscript** made from the bark of a birch tree. The manuscript is now known as the Bakhshali manuscript. This concept was used by Aryabhata in many of his works. He wrote *Aryabhatiya* in the 5th century and used the concepts of place value and zero to calculate the value of $\pi$ (pie) and work on trigonometry. Aryabhata was also an astronomer. He was among the first to mention that the moon shines by reflecting the Sun’s light. Aryabhata is credited with measuring the circumference of the earth and was one of the first to assign the start of each day to midnight, instead of sunrise.

Aryabhata’s work was taken further by another ancient Indian mathematician named Brahmagupta. He was the first to write down the rules of using zero in calculations.

The popularity of the numeral system, the discovery of zero, the value of $\pi$ (pie) and developments in trigonometry and astronomy travelled out of India to the Arabian world where they were further studied and refined. The Arabs used these gifts from India to make more accurate maps (of the world as well as the heavens). The basics of modern mathematics — algebra, geometry and the decimal system — are the products of Indian minds. Throughout Europe and the Arabian world, countless architectural wonders were built using sophisticated mathematics and geometry, which find their roots in ancient India.

When it comes to architecture and engineering, India is replete with architectural wonders of its own. The Indus Valley Civilisation, one of the oldest urban civilisations of the world, is credited with many inventions. Here, people obtained extraordinary accuracy in measuring length, time and weight. The Indus Valley residents were the first people to use a ruler to measure length. The world’s first system of uniform measures and weights was also established by them. The Indus Valley people built neatly planned cities, which for the first time in the world, had sophisticated drainage and sanitation systems. Many scientists and architects consider them to be better than our modern Indian drainage systems. Archaeologists have found evidence of drilling into teeth in the remains of Indus Valley people, making the them the first ones to practise dentistry. Considering that these people lived around five thousand years ago, their contributions to science and architecture are extraordinary.
In the 6th century BC, Indian metal workers became renowned for wootz steel. This kind of steel was a scientific wonder as it produced weapons that were tougher and sharper than any other weapon in the world. Wootz steel was so popular that it was exported to many parts of the world.

Another metallurgical wonder is the iron pillar in Delhi that was built more than two thousand years ago. The pillar is renowned because it does not rust. For hundreds of years, no one knew why the pillar did not rust. It was only recently that scientists have worked out the logic behind its rust-resistant nature.

It is no secret that India has a long and unrivalled scientific past. This tradition of scientific enquiry was inherited by modern scientist like Jagdish Chandra Bose, Subrahmanyan Chandrasekhar, Chandrashekhar Raman and many others who received appreciation and fame from the global scientific community.

Understanding

1. **Answer the following in one sentence each:**
   a. What does the text Sushruta Samhita describe?
   b. What is Sushruta popularly known as?
   c. What made calculations faster and easier?
   d. Name the oldest known manuscript that had a zero written in it.
   e. Who took Aryabhata’s work further?
   f. What did Indian metal workers become famous for in the 6th century BC?

2. **Match the following:**

<table>
<thead>
<tr>
<th>iron pillar</th>
<th>physician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sushruta</td>
<td>Delhi</td>
</tr>
<tr>
<td>Brahmagupta</td>
<td>concept of place value</td>
</tr>
<tr>
<td><em>Aryabhatiya</em></td>
<td>uniform measures and weights</td>
</tr>
<tr>
<td>Indus Valley Civilisation</td>
<td>rules of using zero in calculations</td>
</tr>
</tbody>
</table>

3. **Answer the following questions:**
   a. What types of medical instruments and techniques are described in the *Sushruta Samhita*?
   b. What all contributions did Aryabhata make? How did he glorify the scientific history of India?
   c. How did the Hindu–Arabic numeral system and zero transform into sophisticated mathematics and geometry over time?
   d. What inventions did the people of Indus Valley civilisation make?
   e. Why was wootz steal called a scientific wonder?
Homophones, Homonyms and Homographs

**Homophones**
- same sound
- different spelling
- different meaning
- to-two, sale-sail
- know-no

**Homonyms**
- same sound
- same spelling
- different meaning
- fair-fair, bat-bat
- present-present

**Homographs**
- different sound
- same spelling
- different meaning
- wind-wind, bow-bow
- lead-lead

HOMO means **SAME**  
‘nyms’ mean **names**  
‘phones’ means **sound**  
‘graphs’ means **writing**

**An example of homophones (tale/tail)**
- She listens to a fairy *tale* every day before going to bed.
- A dog wags its *tail* when it is happy.

**An example of homonyms (book)**
- The *book* I’m reading is quite interesting.
- Please *book* your tickets two weeks in advance.

**An example of homographs (tears)**
- The fabric of this shirt *tears* easily.
- Looking at the *tears* in her eyes, I guessed something was wrong.

rhymes with *airs*

rhymes with *ears*
1. Fill in the blanks with the homophone of the underlined word in each sentence.
   a. Where are you going to ......................................................... this red shirt!
   b. The .......................................................... rode back to the country last night.
   c. Grandma .......................................................... up some good medicine that can heal my bruise.
   d. Radha is playing the .......................................................... of a chef and will soon make a jam roll.
   e. .......................................................... driver is waiting for you out there.

2. Frame sentences using the homonyms of the underlined words.
   a. My new society has a huge, round park.
   b. A bow is useless without an arrow.
   c. My dog, Tozzo, loves to play with a stick.
   d. You will find those rocks along the river bank.

3. Stater whether the underlined words in each pair of sentences are homographs or homonyms. Write a rhyming word for each of the homographs.
   a. The children were not lying about the shooting stars.
      My books were lying on the table. ..........................................................
   b. Raina’s dog bit me yesterday while playing.
      Can you please put a little bit of pepper in the soup? ..........................................................
   c. Nobody knows whether the hero will live or die in the end.
      I went to a live concert last night. ..........................................................
   d. The wind blew my scarf away.
      I have to wind up my watch again. ..........................................................
   e. These siblings always row about silly things.
      We sat in a row at the back of the room. ..........................................................

Practising Grammar

Let’s Catch Up

Conjunctions

Types of Conjunctions

- coordinat ing
- correlative
- subordinating
1. Complete the following sentences by using a suitable conjunction from the help box.

   as well as   because   so   while   after

   a. I would like to go camping ........................................................ be with my friends.
   b. My teacher scolded me ........................................................ I was fighting with my classmate.
   c. You can eat your breakfast ........................................................ I pack my bags.
   d. I'll finish my homework, ........................................................ watering the plants.
   e. It is raining ........................................................ take the umbrella.

2. Fill in the blanks with the type of conjunction mentioned in the bracket.

   a. ___________________________ Amit ___________________________ Samir stays near my house. (correlative)
   b. You can look for your wallet on the table ........................................................ in the cupboard. (coordinating)
   c. Seema couldn't attend the wedding ........................................................ she had her exam the following day. (subordinating)
   d. You can go by taxi ........................................................ the car has run out of fuel. (subordinating)
   e. Raj is prompt ........................................................ neat in his work. (coordinating)

Speaking

Have a conversation with your grandparents about the gadgets and the electrical appliances they used when they were young. Discuss the same with your parents. Note the changes and scientific development that have happened since then. Now, speak about those scientific and technological developments and how these have made your life easier and more comfortable. Also discuss the harmful effects, if any.

You can talk about the following as they developed during the three generations:

- televisions
- kitchen appliances such as grinders, gas stoves, chimneys, etc.
- phones
- computers
What a big snowball! You’ll never be able to throw it, Lucy. You made it too big. She makes a snowball so big she can’t even throw it.

Ha Ha Ha Ha

I never thought she’d pick up the spare!
Imagine a day without zero! No zero in your currency notes, zeroes missing from your test results which would turn 40/45 to 4/45. If you were to dial phone numbers with a zero in them, you would receive a message that the number you’ve dialled is wrong.

Make a comic strip illustrating the problems faced due to the absence of zero.

**Plug-In**

**The Verb ‘Need’**

We can use the verb ‘need’ to convey different meanings.

*‘Need’ is used*

- when you require or want something
  - The dog needs a bath.
  - agrees with the subject
  - followed by an object
  - combines with do or does in question and negatives

- when you must/want to do something
  - We need to bathe every day.
  - agrees with the subject
  - followed by a positive to-infinitive
  - combines with do/does in questions and negatives

- to express doubt about the need to do something
  - Need she bathe the dog again?
  - is used as a question
  - does not have to agree with the subject
  - is followed by the infinitive form
  - does not combine with do/does

In the sentences below, which of the above meanings does the verb ‘need’ express?

a. With all the thefts taking place in our locality, we need to be careful.
b. I haven’t eaten since morning. I need food!
c. We need to use renewable energy in order to save the environment.
d. When I get back, all the rooms should be clean. Need I say more?
e. We need flour, butter and eggs to bake a cake.
An information report is a factual text that provides information, facts and descriptions about a topic. It provides a better understanding about a particular subject.

An information report can be in the form of a:
- documentary
- booklet
- brochure
- article
- encyclopaedia
- webpage

Let's look at the structure and language of an information booklet.

**Title:**
- Tells us the topic of the information report

**The Masthead:**
- Shows the name of the publication/series
- Gives information about the time of printing

**Volume 5  August 8  2018**

**Strange Natural Phenomenon**

Information Booklet Series Published by the Incredible India Association

**Introduction**
- A general opening statement as the first paragraph

**Strange Natural Phenomena in India That’ll Baffle You**

India is full of incredible mysteries and natural phenomena that have not only mystified us but also given us a lot to think about time and again. Can these phenomena be explained scientifically or can they only be categorised as unsolved mysteries? Let's check them out.

**Red Rain in Kerala:**

Between the 25th of July and 23rd of September, 2001, a strange phenomenon took place in Kerala. Red coloured rain fell in sudden heavy showers.
The rain drops left a pink stain on clothes. Initially, it was thought it could be a meteor burst. People even believed it could be an “extraterrestrial” rain shower. Later, a study conducted by the Government of India established that some spores from a locally abundant terrestrial algae had caused the rain water to become coloured.

**Magnetic Hill of Leh:**
Have you heard of a vehicle going up a hill with its engine switched off? Magnetic Hill in Leh, at a height of 11,000 ft above sea level, is said to possess strong magnetic properties that pull stationary cars, with engines switched off, uphill. Magical, isn’t it?

**Hide and Seek Beach:**
The beach at Chandipur in Odisha is unique in that it truly seems to be playing hide and seek with people. During low tide, the water level recedes almost 5 kilometers leaving the beach exposed. However, during high tide, the water comes back again, covering the beach almost entirely, making it disappear!

These and many such wonders make India truly ‘incredible’. More and more people have started exploring these mysteries and amazing phenomena. Await our next issue where we shall discuss the man-made wonders of Incredible India!

To find out more about natural wonders explore the Internet.

Now, create an information report on India’s rich flora and fauna. Use all the elements mentioned above to make the information booklet interesting.
Life in the Future

How smart will future smart homes and cities be?

Look at this picture and talk about the future. You can talk about:

- robot (humanoid)
- smart lighting
- 3D printer
- window panel
- drone delivery
- futuristic cityscape
- home automation console
- monorail

How do you visualise the future? According to you, is it really a smart future? Or, have people become slaves to various gadgets? Discuss.