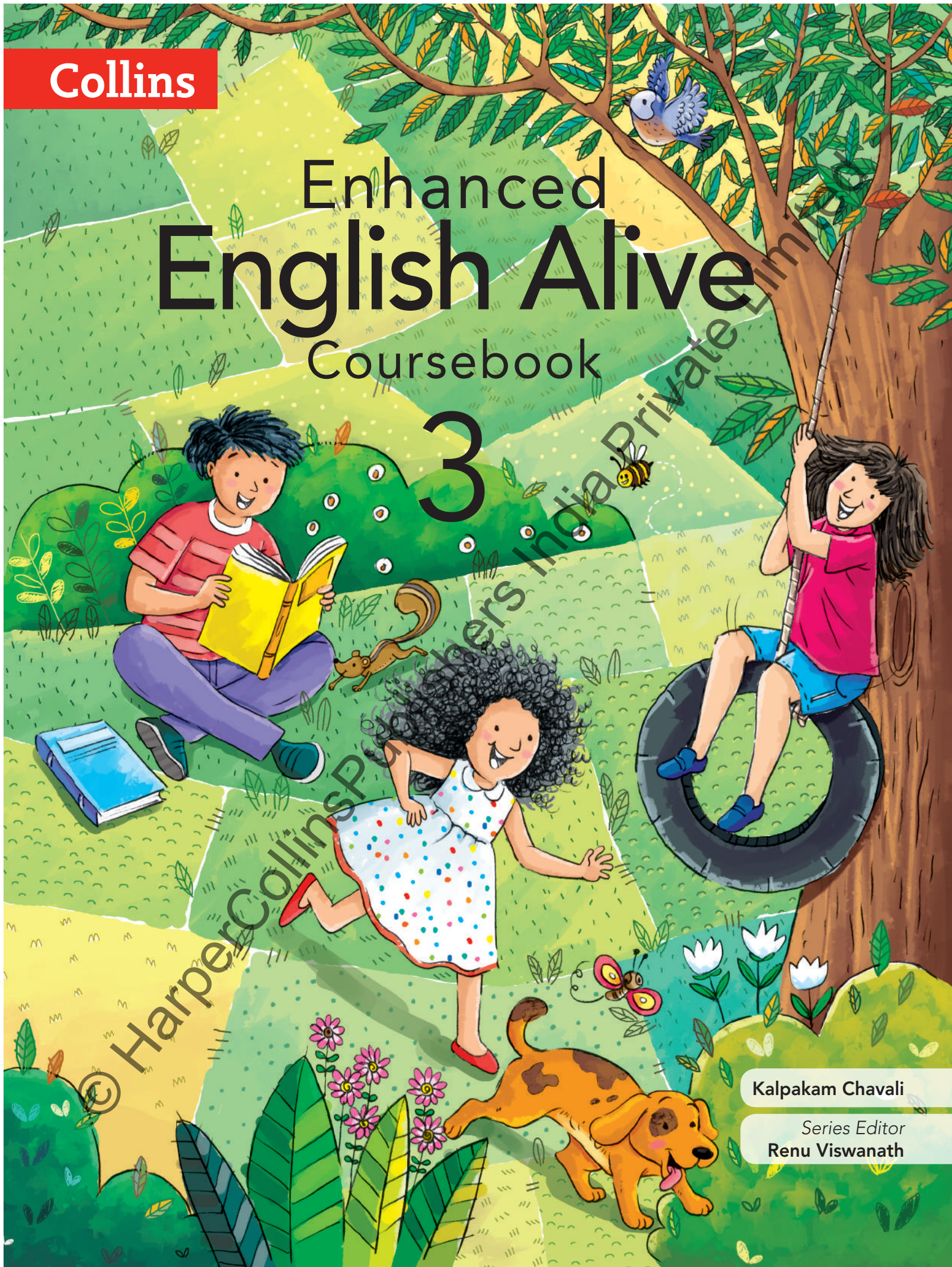


Collins

# Enhanced English Alive

## Coursebook

# 3



Kalpakam Chavali

Series Editor  
Renu Viswanath



- View fullscreen
- Help menu
- Bookmark page
- Open tool panel
- Insert note
- Pen & highlight
- Single/double page
- Zoom in
- Zoom out
- Zoom 100%
- Sound on/off
- Record audio
- Spotlight
- Clear data

- Mark-up data
- Page jump

- Search book or online
- Learning objects

- Main menu

The screenshot shows the Collins Digitalive interface. At the top, there's a navigation bar with a search bar and 'Online Search' button. Below it, a sidebar contains menu items: All Pages, Table of Contents, Animation, Audio, Interactivities, Teacher's Resource, Learning Tools, Test Generator, and Dictionary. The main content area displays a lesson page with a blue background and a night scene illustration. The text includes a reading passage about a sister taking care of her little brother, followed by comprehension questions. A 'Life Skills and Values' box is also present. At the bottom, there's a toolbar with various icons for navigation and interaction.

Teacher-only

- teacher's notes
- lesson plans
- worksheets

Student + Teacher

- games
- videos
- activities
- worksheets
- audio

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# Preface

*Enhanced English Alive* is a multi-skill course in English that adheres to the guidelines laid down by the **National Education Policy, 2020**. This edition retains the original essence of teaching communicative English using a cross-curricular approach and interactive and experiential teaching and learning methods. It offers high-quality English language materials with a coherent structured approach, effective integration of subject knowledge and life skills.

The series comprises Coursebooks and Workbooks for Foundational Stage (Nursery, LKG, UKG, Classes 1 and 2), Preparatory Stage (Classes 3 to 5), and Middle Stage (Classes 6 to 8). Literature Readers are for the Preparatory and Middle Stages (Classes 3 to 8). Each grade package includes a Teacher's Resource Pack and a Collins DigiSuite.

This series integrates the essence of **NIPUN Bharat** guidelines, which extensively deal with foundational literacy and numeracy. Each book aims to motivate learners to read independently, to improve their vocabulary, to develop their critical thinking and creative skills, as well as to enhance their ability to express themselves both verbally and in writing.

This series takes care of the requirements of **Structured Assessments For Analyzing Learning (SAFAL)**. Research-based activities and projects have been used to instill inquiry-based learning, while comprehension passages have been followed by extrapolative and value-based questions that involve analysis-based learning. Additionally, in the Middle Stage (Classes 6 to 8), an end-of year question paper is provided which is based on the latest CBSE guidelines.

## Key features

### Coursebooks

- **Warm-up:** A wide variety of picture-based fun activities or probing questions at the beginning of chapters initiate the learner into the subject and ensure his/her active engagement in the lesson. For grades 1 to 5, these activities are introspective and meditative inquiries that are based on the pedagogy of mindfulness as delineated in the NEP, 2020.
- **Reading:** Each book has well-chosen selections from a wide range of literary genres that are also useful in cross-curricular teaching. These include picture stories and comic strips.
- **Cross-curricular boxes:** This series specially covers topics that are interrelated with other subjects taught in the same grade. Dedicated boxes teaching these cross-curricular concepts are placed along the main text.
- **Glossary:** All new words in the text are highlighted and their meanings are given in simple language using the easiest possible words. Literary devices are also taught along with a glossary of literary terms.
- **Summary:** A short summary at the end of each text is provided for an easy way to remember the essence of the text.
- **Comprehension:** This section includes plenty of exercises including factual, inferential, and extrapolative questions.
- **Life Skills and Values:** There is a separate thematic section on life skills and values aimed at developing good character in students and equipping them with skills needed to cope with

different challenges in life. Guidelines set by NEP, 2020 have been followed in selecting these life skills and values.

- **Vocabulary:** Each chapter has boxed explanations of new vocabulary words and topics followed by a variety of exercises. Spelling is also taught in this section with proper rules and explanations. Moreover, dictionary skills are taught in books 3 to 8.
- **Grammar:** Grade-appropriate grammar is explained with several visual models and extensive examples from the learner's immediate world. Plenty of varied exercises follow them to ensure the learner has learnt the concept well.
- **Listening and Speaking:** This section aims at developing students' listening, speaking, and overall communicative skills through a wide variety of tasks and pair/group activities. Pronunciation is also covered in this section in books 3 to 8.
- **Writing:** This well-graded section has a variety of age-appropriate creative and scaffolded writing tasks. These cover informal and formal letters, diary entries, flow charts, posters, stories, biographies, notices, reports, travelogues, character sketches, book reviews, recipes, acrostic poems, articles, and picture-based compositions.
- **Activities:** There is a fun activity accompanying each poem. Most of these activities require working collaboratively in groups or pairs. These activities are varied and cover various twenty-first century life skills.
- **Projects:** Three well-designed cross-curricular projects are provided that are linked to topics taught in that particular grade in other subjects.
- **Cross-curricular Vocabulary:** A word bank teaching cross-curricular vocabulary is included at the end of books 3 to 5. Words are classified according to different subjects and categories.

### Workbooks

The Workbooks have been carefully mapped to the Coursebooks, and created with the intention of independent learning. Each Workbook has 8 comprehension passages including poems. The vocabulary and grammar sections include a quick recap of the concepts covered in the corresponding chapter of the Coursebook. The listening, speaking, and writing sections allow learners extra practice. Additional assessment papers included in the Workbooks are patterned on the Structured Assessments For Analyzing Learning (SAFAL). These offer a scope for assessing the competencies of critical thinking, inquiry-based learning, and analysis-based learning.

### Literature Readers

The Literature Readers teach critical appreciation of literature through short stories, folktales, fairytales, poems and extracts from classics from the literature of different ages. A summary at the end offers a revision and understanding of the essence of the text. Literary devices are also taught along with a glossary of literary terms.

### Teacher's Resource Pack

The Teacher's Resource Pack contains model lesson plans, additional worksheets, and grammar-based projects covering all the pedagogical aspects included in the Coursebooks, along with listening texts and answer keys to all exercises across Coursebooks, Workbooks, Literature Readers, and additional assessment papers.

# Key to Icons

*Enhanced English Alive* is a multi-skill course that is closely aligned with the National Education Policy, 2020. It uses an interactive approach, cross-curricular themes, and experiential activities to build communicative competence in students. This series aims to prepare learners with the various skills outlined in the National Education Policy, 2020. These skills have been tagged appropriately with easily recognizable icons for the user's convenience. Here is the key to all the icons used in this series.

## Cross-Curricular Content

- The cross-curricular approach to a topic recognizes that all subjects are interlinked. It includes contributions from several different disciplines or viewpoints for effective learning.
- All chapters have dedicated boxes teaching cross-curricular content appropriate to that class. These boxes cover the following:



**Science Scan** covers topics related to science.



**Maths Magic** covers topics related to mathematics.



**Earth Speak** covers topics related to geography and environmental studies.



**Looking Back** covers topics related to historical events and personalities.



**Fact File** covers topics related to general knowledge and awareness.



**Lit Bits** covers topics related to literature and famous literary figures.



**Art and Culture** covers topics related to art and culture.

## Twenty-First Century Skills

- The twenty-first century skills ensure that today's students can thrive in an ever-changing world and can use these skills to learn constantly.
- Here are the most commonly cited twenty-first century skills in this series:



Critical Thinking



Communication



Collaboration



Creative Thinking



ICT

Critical Thinking

Communication Skills

Collaboration

Creativity

Information Communication Technology Skills or Digital Literacy





## Experiential Learning

- Experiential learning is a process of learning through hands-on experience. Here, students 'learn by doing' an activity followed by reflective observation on the experience from multiple perspectives.
- This method helps learners link existing knowledge to understand new concepts and apply it to make decisions.



## Art Integration

- Art Integrated Learning (AIL) is a teaching-learning model that integrates fine arts (painting, sculpture, architecture, music, and poetry), performing arts (theatre and dance), and photography with teaching new concepts.
- This provides students with an experiential and a multi-disciplinary learning experience.



## Happiness Content

- Learning should be an enjoyable process for learners. It should focus on building and understanding new concepts rather than rote learning.
- Children should experience happiness through learning and awareness, active participation in class, and also in their relationships with their friends and family.



## India Focus

- India Focus puts spotlight on the heritage, culture, customs, and history and geography of the Indian subcontinent.
- This provides students a deeper understanding of their homeland and creates a sense of solidarity.

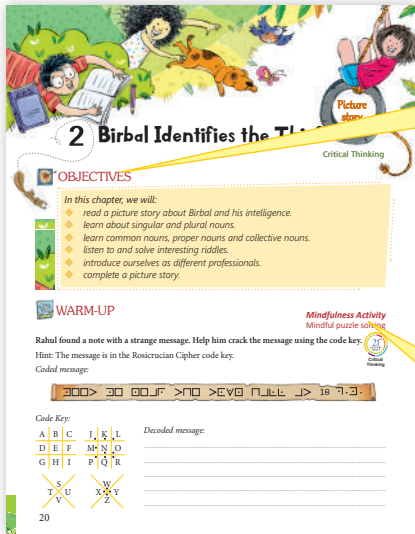


## Sustainable Development Goals

- The Sustainable Development Goals, adopted by the United Nations in 2015, are a collection of 17 interlinked global goals designed to achieve a better and more sustainable future for all by 2030. Here are the 17 goals:



# Key Features



Page 20

**Objectives:** All learning goals for the chapter listed out

**Warm-up:** Mindfulness activities to help train the student's mind to be involved in the present moment without getting distracted, followed by theme-based warm-ups

**Life Skills and Values:** Value-based questions to develop good character through experiential learning

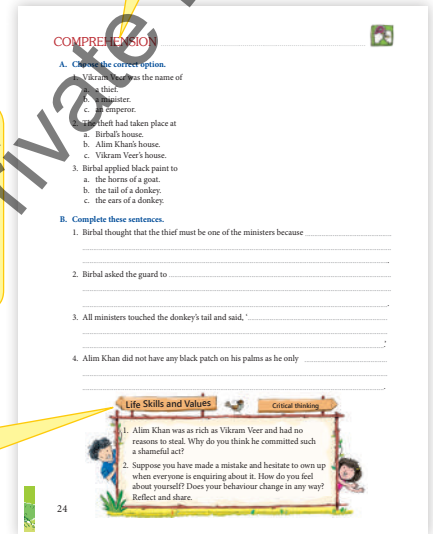
**Reading:** A good balance of Indian and global selections from a wide range of literary genres that are useful in cross-curricular teaching

**Cross-curricular boxes:** Topics related to other subjects highlighted

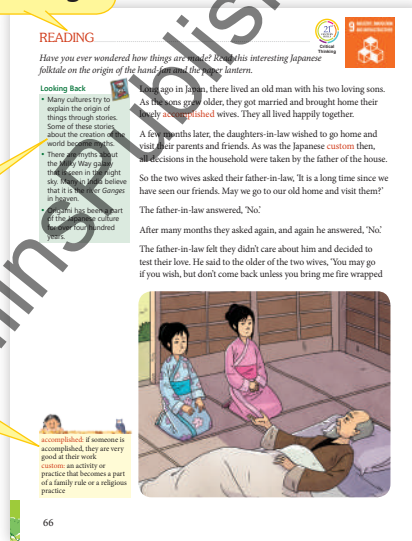
**Glossary:** Meanings for new words and literary devices given alongside the text

**Summary:** A short summary at the end of each text for a mental revision and an easier way of remembering the essence of the text

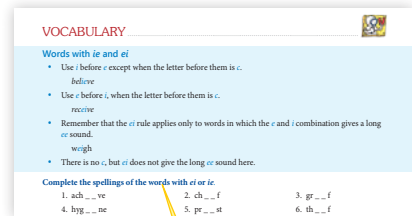
**Comprehension:** Covers factual, inferential, and extrapolative questions



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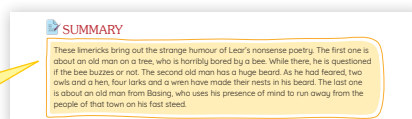


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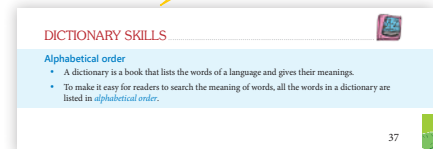


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**Vocabulary:** Covers language skills with focus on usage



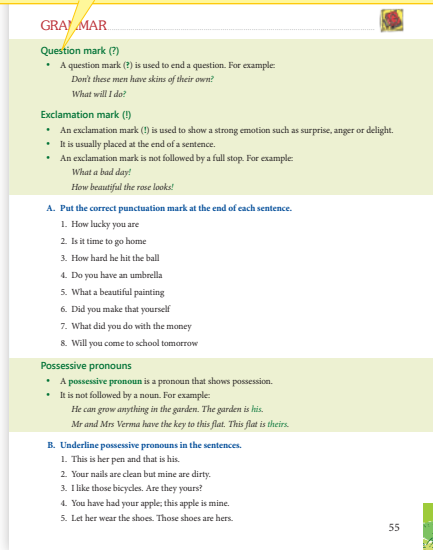
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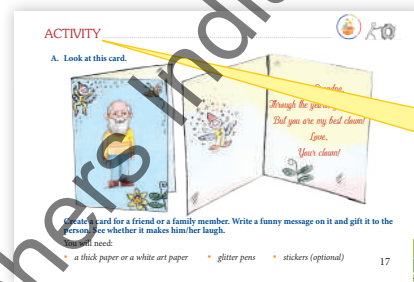
**Grammar:** Grade-appropriate grammar explained with several visual models and extensive examples, followed by exercises



Page 55

**Writing:** A well-graded section with a variety of creative and scaffolded writing tasks:

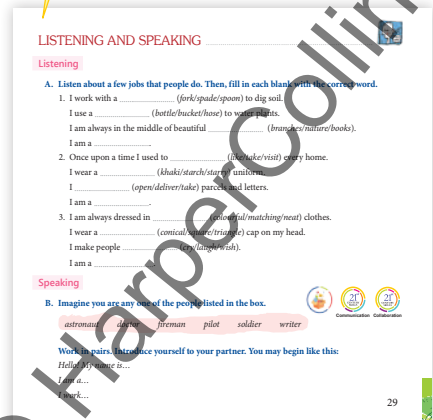
- letter writing
- diary entry
- flow charts
- poster making
- biography
- notice writing
- report-writing
- travelogue writing
- character sketch
- book review
- recipe writing
- acrostic poem
- description writing
- picture composition



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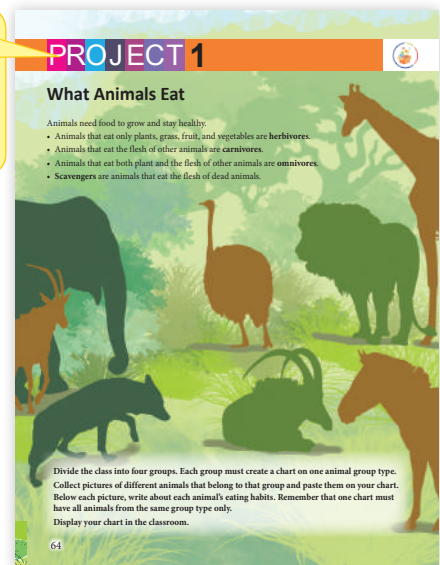
**Activity:** A collaborative fun activity with each poem

**Listening and Speaking:** A wide variety of communicative activities leading to collaboration and team building; also covers pronunciation



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**Project:** Three cross-curricular projects linked to topics taught in other subjects in this grade



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This series integrates the essence of NIPUN Bharat guidelines and the requirements of Structured Assessments For Analyzing Learning (SAFAL).

# Detailed Contents

Chapter	Theme	Warm-up: <i>Mindfulness Activity</i>	Reading Comprehension	Life Skills and Values	
1. Limericks ( <i>Nonsense poem</i> )	Humour	Importance of puzzles and problem-solving	Factual	Humour and presence of mind	
2. Birbal Identifies the Thief ( <i>Picture story</i> )	Critical thinking	Mindful puzzle solving	Factual, inferential	Critical thinking	
3. Think Hard, Boatman ( <i>Fairy tale</i> )	Critical thinking	Importance of puzzles and problem-solving	Factual, inferential and extrapolative	Problem solving	
4. Are There Paw-Prints in Heaven? ( <i>Ode</i> )	Animals as friends	Mindful observation of animals	Factual, inferential	Animals as friends	
5. Sniffles the Crocodile and Punch the Butterfly ( <i>Short story</i> )	Protecting animals	Mindful team building	Factual, inferential and extrapolative	Protecting animals	
6. The Water Cycle ( <i>Humorous poem</i> )	Water	Working together with understanding	Factual and inferential	Environment	
<b>Project 1</b>	<b>What Animals Eat</b>				
7. The Lantern and the Fan ( <i>Folktale</i> )	Folktale	Focusing through origami	Factual, inferential and extrapolative	Social and cultural change	
8. A Letter to Grown-Ups ( <i>Nature poem</i> )	Making the world a better place	Being thankful	Factual and inferential	Environment	
<b>Project 2</b>	<b>Making the World a Better Place</b>				
9. Peter Saves Wendy ( <i>Fantasy story</i> )	Fantasy	Appreciating childhood	Factual and inferential	Self motivation	
10. Marco Polo ( <i>Non-fiction</i> )	Adventure and travel	Being mindful about progress	Factual, inferential and extrapolative	Travel and exploration	
<b>Project 3</b>	<b>Dishes from Your Region</b>				
11. On the Water ( <i>Poem</i> )	Travel		Factual, inferential and extrapolative	Exploring nature	
12. The Mouse Maiden ( <i>Panchatantra</i> )	Fantasy	Appreciating ourselves	Factual, inferential and extrapolative	Humility	
13. The Selfish Giant ( <i>Play</i> )	Compassion and humility	Appreciating values	Factual, inferential and extrapolative	Generosity	



	Vocabulary	Grammar	Listening and Speaking	Writing/Activity
	<ul style="list-style-type: none"> <li>Rhyming words</li> <li>Limerick</li> </ul>			<ul style="list-style-type: none"> <li>Making a funny card</li> <li>Making a greeting card</li> </ul>
	<ul style="list-style-type: none"> <li>Singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Nouns: common noun, proper noun, and collective noun</li> </ul>	<ul style="list-style-type: none"> <li>Listening to descriptions of jobs and filling in the blanks</li> <li>Introducing yourself as a professional</li> </ul>	<ul style="list-style-type: none"> <li>Picture storyboard: Completing a story</li> </ul>
	<ul style="list-style-type: none"> <li>Word pairs</li> <li>Doubling the final letter before adding <i>-ing</i> or <i>-ed</i></li> <li>Alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Comma</li> <li>Full stop</li> </ul>	<ul style="list-style-type: none"> <li>Listening to someone's daily routine and marking T/F</li> <li>Listening to the sound of <i>a</i> in words</li> <li>Interviewing a classmate</li> </ul>	<ul style="list-style-type: none"> <li>Completing an informal letter</li> </ul>
	<ul style="list-style-type: none"> <li>Simile</li> </ul>			<ul style="list-style-type: none"> <li>Researching and writing on animal behaviour</li> </ul>
	<ul style="list-style-type: none"> <li>Compound words</li> <li>Singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Question mark</li> <li>Exclamation mark</li> <li>Possessive pronouns</li> <li>Order of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a short paragraph and filling in the blanks</li> <li>Discussing why some birds and animals are kept in zoos</li> </ul>	<ul style="list-style-type: none"> <li>Making a poster on the given topic</li> </ul>
	<ul style="list-style-type: none"> <li>Suffixes</li> </ul>			<ul style="list-style-type: none"> <li>Preparing a table on words for water in different languages</li> <li>Doing a word search on sea creatures</li> </ul>
	<ul style="list-style-type: none"> <li>Words with <i>ie</i> and <i>ei</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> <li>Present continuous tense</li> </ul>	<ul style="list-style-type: none"> <li><i>/f/</i> sound in words with <i>/ph/</i> and <i>/gh/</i></li> <li>Listening to sentences and filling in the blanks</li> <li>Expressing agreement and disagreement in conversation</li> </ul>	<ul style="list-style-type: none"> <li>Completing a diary entry</li> </ul>
	<ul style="list-style-type: none"> <li>Looking at picture clues and filling in the blanks</li> <li>Rhyming words</li> </ul>			<ul style="list-style-type: none"> <li>Creating a collage out of waste materials</li> </ul>
	<ul style="list-style-type: none"> <li>Opposites with <i>dis-</i> and <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a telephonic conversation and answering questions</li> <li>Giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a notice</li> </ul>
	<ul style="list-style-type: none"> <li>Identifying spelling errors and correcting them</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of place</li> <li>Prepositions of movement</li> <li><i>Can, can't, must, mustn't</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening to comparisons and marking T/F</li> <li>Listening to <i>-ance</i> and <i>-ence</i> words and repeating them</li> <li>Talking about imaginary travel experiences</li> </ul>	<ul style="list-style-type: none"> <li>Writing a recipe</li> </ul>
	<ul style="list-style-type: none"> <li>Antonyms</li> </ul>			<ul style="list-style-type: none"> <li>Colouring pictures and writing sentences on them</li> </ul>
	<ul style="list-style-type: none"> <li>Sound words</li> <li>Homographs</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbs, and adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a passage and filling in the blanks</li> <li>Listening to words with the long <i>oo</i> sound and repeating them</li> <li>Discussing ways of saving water</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative writing</li> </ul>
	<ul style="list-style-type: none"> <li>Synonyms</li> <li>Anagrams</li> </ul>	<ul style="list-style-type: none"> <li><i>Do/Does/Did</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening to a passage and filling in the blanks</li> <li>Seeking permission in a role play</li> </ul>	<ul style="list-style-type: none"> <li>Making a word web and writing a character sketch</li> </ul>



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# 1 Limericks



## OBJECTIVES

*In this chapter, we will:*

- ◆ read and enjoy some limericks.
- ◆ practise rhyming words.
- ◆ learn about limericks and their rhyme scheme.
- ◆ learn to make cards.



## WARM-UP

A. Work in pairs. Solve the riddles.

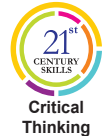
1. What has a neck but no head? .....
2. What is at the end of a rainbow? .....
3. What has hands but cannot clap? .....
4. What must be broken before you can use it? .....
5. What gets wetter and wetter the more it dries? .....
6. What belongs to you but is used mostly by others? .....
7. I'm tall when I'm young and I'm short when I'm old. Who am I? .....
8. I start with the letter T, I am filled with T and I end in T. Who am I? .....

B. How many were you able to solve? Share your answers with the class.

1. How did you arrive at the answer?
  - a. I came up with the answer.
  - b. My partner came up with the answer.
  - c. We talked and worked it out together.
2. How did that make you feel? Share with your partner.

## Mindfulness Activity

Importance of puzzles and problem-solving



## READING

Edward Lear was an English poet who wrote many *nonsense* poems. These poems often use made-up words that have no real meaning. He also wrote several limericks. A limerick is a funny poem consisting of five lines. Let us read some limericks by Edward Lear.

- 1 There was an old man in a tree,  
Who was **horribly** bored by a bee.  
When they said, 'Does it buzz?'  
He replied, 'Yes, it does!  
It's a regular **brute** of a bee!'



- 2 There was an old man with a beard,  
Who said, 'It is just as I feared!  
Two owls and a hen,  
Four **larks** and a **wren**,  
Have all built their nests in my beard.'

- 3 There was an old person of Basing,  
Whose **presence of mind** was amazing;  
He purchased a **steed**,  
Which he rode at full speed,  
And escaped from the people of Basing.



**horribly:** unpleasantly  
**brute:** (here) very large  
**larks:** small, brown songbirds  
**wren:** a small, brown bird  
**presence of mind:**  
intelligence, cleverness  
**steed:** a large, strong horse  
used for riding





## SUMMARY

These limericks bring out the strange humour of Lear's nonsense poetry. The first one is about an old man on a tree, who is horribly bored by a bee. While there, he is questioned if the bee buzzes or not. The second old man has a huge beard. As he had feared, two owls and a hen, four larks and a wren have made their nests in his beard. The last one is about an old man from Basing, who uses his presence of mind to run away from the people of that town on his fast steed.

## COMPREHENSION




### A. Choose the correct option.

- The old man in a tree was bored by a
  - bee.
  - flea.
  - knee.
- How many larks were there in the beard of the old man?
  - Six larks
  - Five larks
  - Four larks
- A steed is a
  - dog.
  - horse.
  - donkey.
- The man who had great presence of mind was from
  - Berlin.
  - Basing.
  - Bengaluru.

### B. Read these lines from the poem and answer the questions.



- When they said, 'Does it buzz?'  
He replied, 'Yes, it does!'
  - Who does *they* refer to?
  - What buzzes?
  - Who is *He*?
- It is just as I feared!
  - Who said, 'It is just as I feared!'?
  - What was he afraid of?
  - Did his fear come true?

Life Skills and Values



Humour and presence of mind

1. The old man of Basing had presence of mind. How do you think presence of mind helps us in difficult situations? Give an example.
2. Which one of the above limericks did you find the funniest- why so?
  - a. Are all jokes funny?
  - b. What kind of jokes are not funny?

## VOCABULARY

**A. Write three rhyming words for each of these words. Do not repeat words from the poem.**

1. cake .....
2. hen .....
3. speed .....
4. thin .....
5. tree .....

**B. Tick the correct meaning of the words from the poem.**

1. amazing	<input type="checkbox"/> a. puzzling	<input type="checkbox"/> b. shocking	<input type="checkbox"/> c. wonderful
2. built	<input type="checkbox"/> a. constructed	<input type="checkbox"/> b. heated	<input type="checkbox"/> c. washed
3. horribly	<input type="checkbox"/> a. lazily	<input type="checkbox"/> b. nicely	<input type="checkbox"/> c. terribly
4. mistake	<input type="checkbox"/> a. error	<input type="checkbox"/> b. moth	<input type="checkbox"/> c. writing
5. replied	<input type="checkbox"/> a. answered	<input type="checkbox"/> b. cried	<input type="checkbox"/> c. shouted

### Limerick

- A **limerick** is a five-lined humorous poem.
- Limericks follow a certain rhyme scheme or rhyming pattern.
- To understand the rhyme scheme, we use different letters of the alphabet to mark the different sets of rhyming words. For example:

*There was an old man in a tree, (A)*  
*Who was horribly bored by a bee. (A)*  
*When they said, 'Does it buzz?' (B)*  
*He replied 'Yes, it does!' (B)*  
*It's a regular brute of a bee!' (A)*

The word *tree* in line 1 rhymes with *bee* in lines 2 and 5.

The word *buzz* in line 3 rhymes with *does* in line 4.

- The rhyming pattern or rhyme scheme of a limerick is always **A-A-B-B-A**.

C. Write the rhyming words for limericks 2 and 3 given under the Reading section. Also, add the rhyme scheme for each limerick.

Limerick 2

Rhyming words: .....

Rhyming scheme: .....

Limerick 3

Rhyming words: .....

Rhyming scheme: .....

D. Use the words given in the box to complete the limerick.

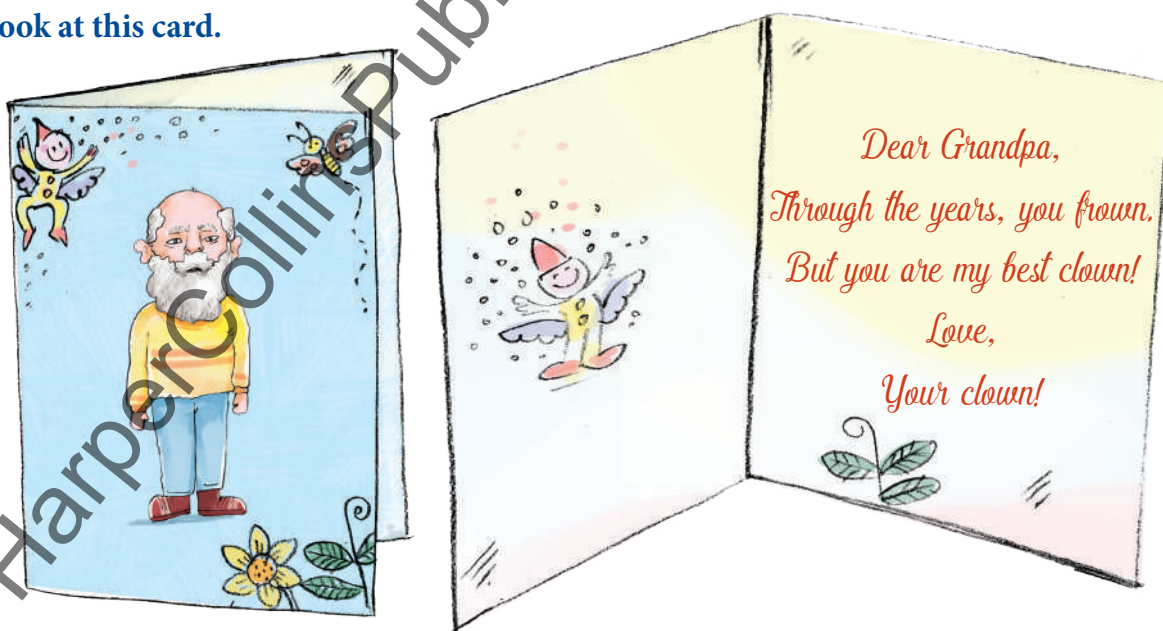
*cold shade slipped straw thin Vin young*

I know a ..... fellow from a place called .....;  
 His legs are long and he is astonishingly .....  
 When he sat in the .....  
 To drink a ..... lemonade  
 He ..... through the ..... and fell in.

ACTIVITY



A. Look at this card.



Create a card for a friend or a family member. Write a funny message on it and gift it to the person. See whether it makes him/her laugh.

You will need:

- a thick paper or a white art paper
- glitter pens
- stickers (optional)



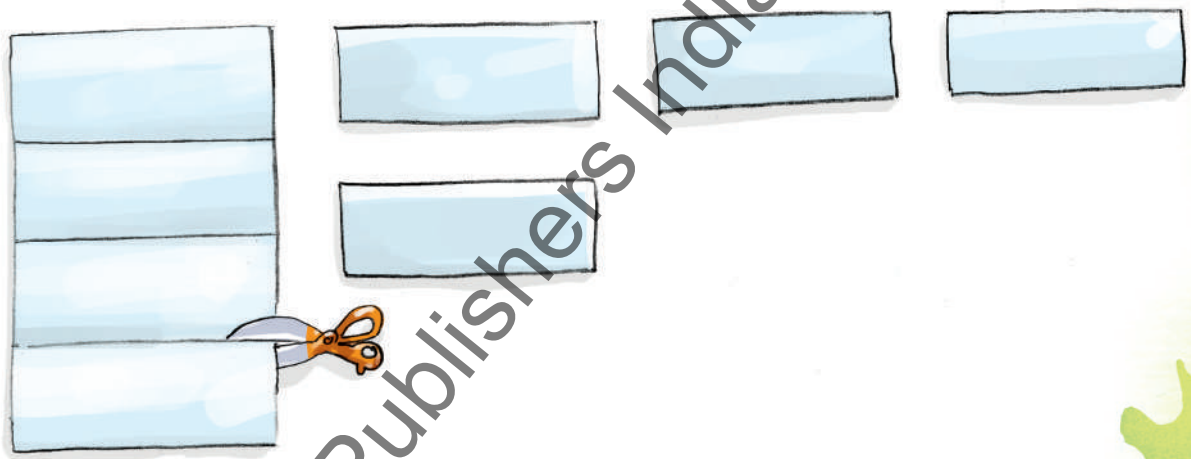
**B. Work in groups of four. Follow the steps and make a greeting card.**

**You will need:**

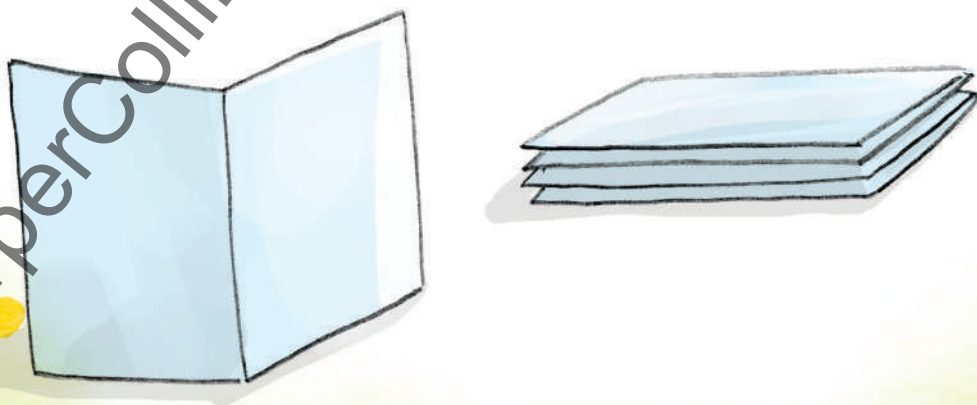
- a few capsicums, cut into half horizontally
- a few ladies' fingers, some cut into half vertically and some horizontally
- a sheet of chart paper
- plastic plates
- a few bottles of water colours/tubes of poster colours
- pencils

**Steps:**

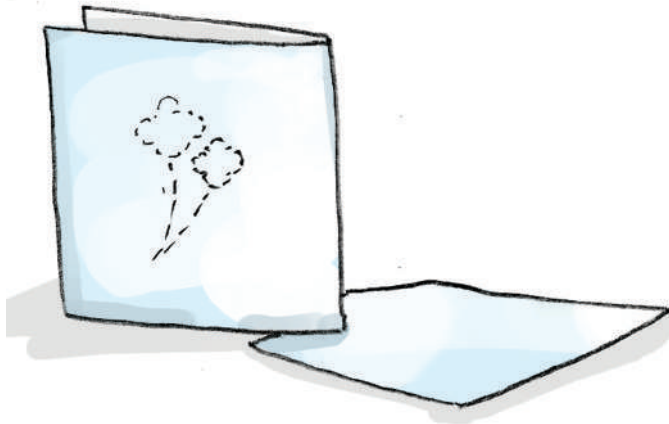
1. Cut the sheet of chart paper into four rectangles.



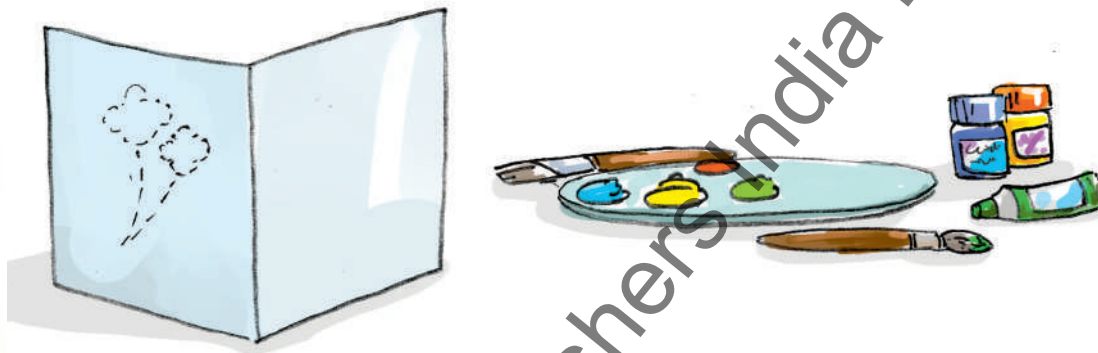
2. Fold each rectangle to give it a shape of a greeting card.



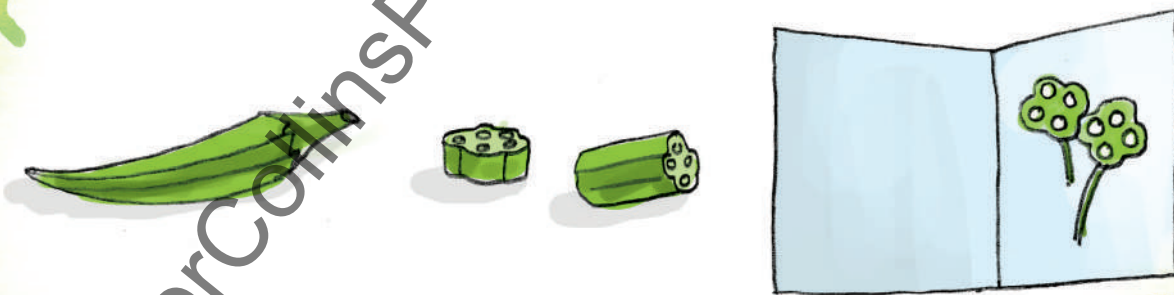
3. Lightly draw a nice design with the pencil on the front of your greeting card.



4. Squeeze the colour you want onto the plastic plate.



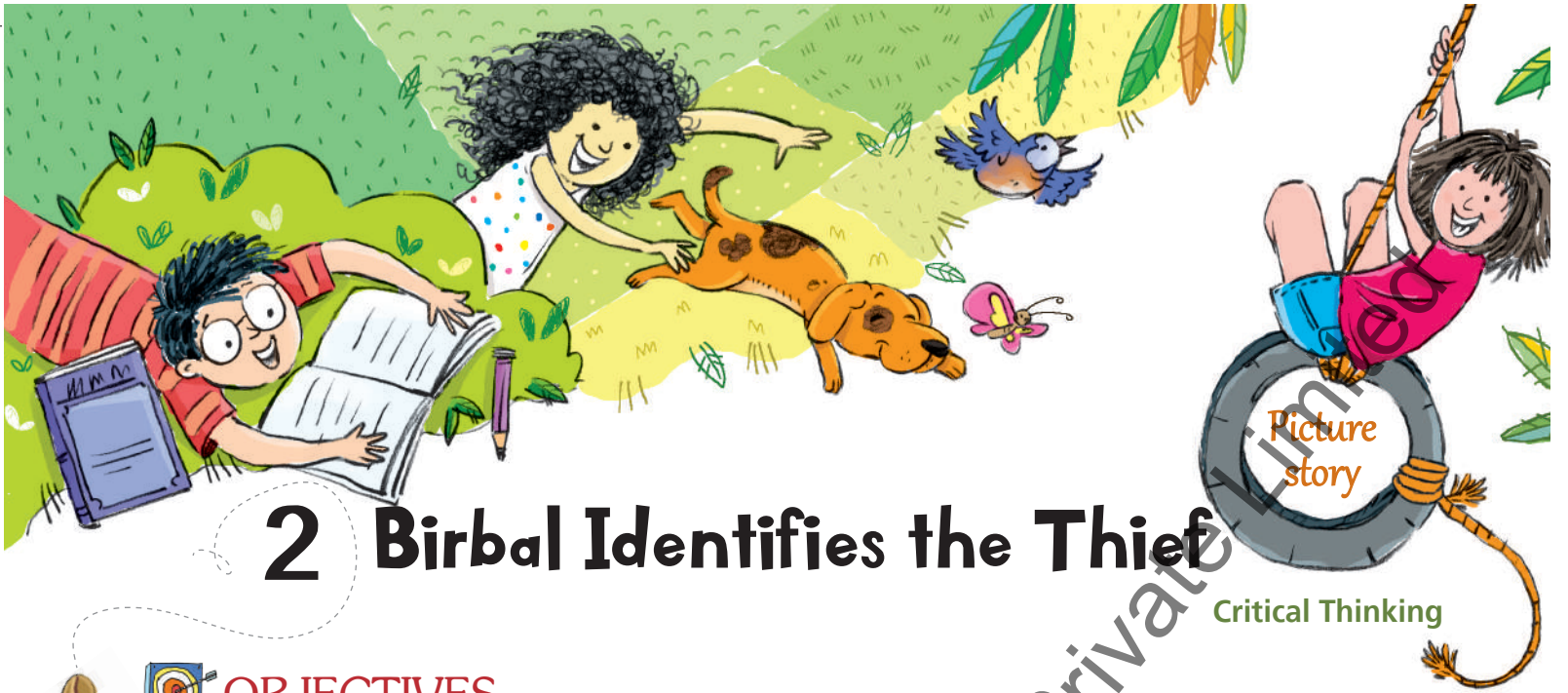
5. Dip the cut side of the vegetables into the paint and press the wet-coloured sides on your greeting card.



6. After the paint on the card has dried, write a message.

**Give the card to your friend or family on a special occasion.**





# 2 Birbal Identifies the Thief

Picture story  
Critical Thinking



## OBJECTIVES

In this chapter, we will:

- ◆ read a picture story about Birbal and his intelligence.
- ◆ learn about singular and plural nouns.
- ◆ learn common nouns, proper nouns and collective nouns.
- ◆ listen to and solve interesting riddles.
- ◆ introduce ourselves as different professionals.
- ◆ complete a picture story.



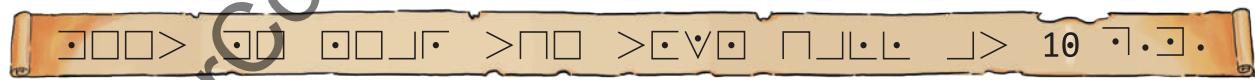
## WARM-UP

**Mindfulness Activity**  
Mindful puzzle solving

Rahul found a note with a strange message. Help him crack the message using the code key.

Hint: The message is in the Rosicrucian Cipher code key.

Coded message:



Code Key:

A	B	C	J	K	L
D	E	F	M	N	O
G	H	I	P	Q	R
<del>T</del>	<del>S</del>	<del>U</del>	<del>X</del>	<del>W</del>	<del>Y</del>
	<del>V</del>		<del>Z</del>		

Decoded message:

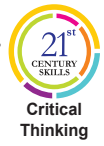
.....

.....

.....

.....

.....





After you have solved the riddle, ask yourself these questions:

1. Why do you think anyone would use a code to send messages?
2. What kind of people are likely to use codes to send messages?
3. Who would you send a coded message to? Why?

## READING



In the sixteenth century, Birbal was an **advisor** in the court of the Mughal emperor, Akbar. The emperor had many talented scholars, musicians and artists in his court. Out of these, the nine most talented and learned men were known as the **navratna** or **the nine gems**. Birbal, whose real name was Mahesh Das, was one of the **navratna** and was **admired** for his **intelligence** and **wit**. Read the story to find out how he caught a thief using his intelligence.



**advisor:** a person who advises about doing something

**admired:** respected

**intelligence:** the ability to think and understand things logically

**wit:** the ability to use words or ideas in a clever and entertaining way

**Jahanpanah:** An Persian word, used to address the Mughal emperors, loosely translating to *your lordship*.

**valuables:** (here) expensive household things, money or jewels











## SUMMARY

Vikram Veer was a minister in Emperor Akbar's court. One day, he reported a theft in his house the previous night. Akbar asked Birbal to catch the thief. Witty Birbal brought a donkey into the court and ordered it to be tied to a pillar. He told all the ministers to hold the donkey's tail and say, 'I have not stolen'. Within no time, he declared that the minister Alim Khan was the thief. Birbal then explained to Akbar that he had applied black paint on the donkey's tail. All the ministers except Alim Khan had a black patch on their hands. Alim Khan did not touch the tail as he was guilty and feared that he would be caught.



# COMPREHENSION




## A. Choose the correct option.

1. Vikram Veer was the name of
  - a. a thief.
  - b. a minister.
  - c. an emperor.
2. The theft had taken place at
  - a. Birbal's house.
  - b. Alim Khan's house.
  - c. Vikram Veer's house.
3. Birbal applied black paint to
  - a. the horns of a goat.
  - b. the tail of a donkey.
  - c. the ears of a donkey.

## B. Complete these sentences.

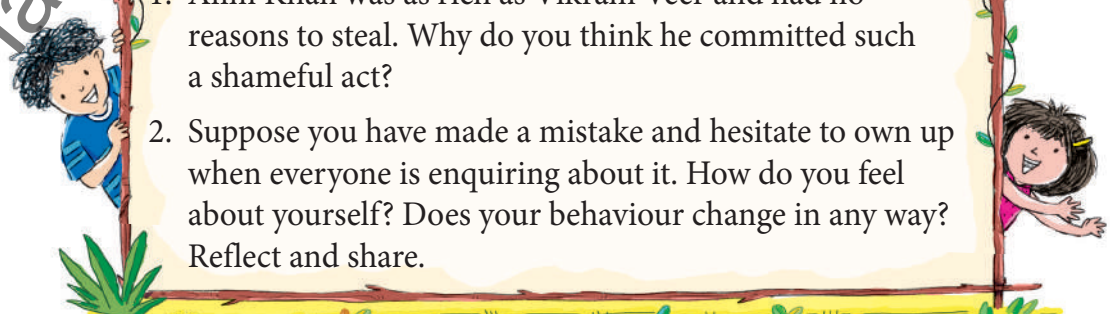
1. Birbal thought that the thief must be one of the ministers because .....
2. Birbal asked the guard to .....
3. All ministers touched the donkey's tail and said, '.....'
4. Alim Khan did not have any black patch on his palms as he only .....

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**Life Skills and Values**  **Critical thinking**

1. Alim Khan was as rich as Vikram Veer and had no reasons to steal. Why do you think he committed such a shameful act?

2. Suppose you have made a mistake and hesitate to own up when everyone is enquiring about it. How do you feel about yourself? Does your behaviour change in any way? Reflect and share.



# VOCABULARY



## Singular and plural

- Words can be either **singular** or **plural**.
- **Singular** means **one**.
- **Plural** means **more than one**.
- We add **-s** or **-es** to change a singular noun into a plural noun. For example:



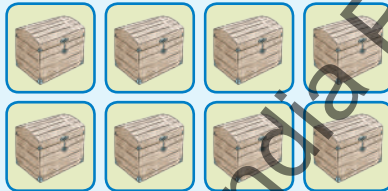
one minister



two ministers



one box



eight boxes

Think of any six nouns. Write their singular and plural forms by adding **-s** or **-es**.

1. .... : .....
2. .... : .....
3. .... : .....
4. .... : .....
5. .... : .....
6. .... : .....

# GRAMMAR



## Naming words

A. List the words in the box in the correct columns.

biscuits   children   court   donkey   dove   emperor   frog  
Kerala   library   money   mother   bottle

Person	Animal/Bird
1. ....	1. ....
2. ....	2. ....
3. ....	3. ....

Place	Thing
1. ....	1. ....
2. ....	2. ....
3. ....	3. ....

## Nouns

### Common nouns

- **Common nouns** are the names for people, animals, places or things.
- They do not begin with a capital letter unless they are the first word in a sentence. For example:

- **names for people:**

*aunt            brother            friend            girl            thief*

- **names of animals:**

*bee            bird            cat            eagle            lion*

- **names of places:**

*beach            home            kitchen            park            pool*

- **names of things:**

*ball            food            key            kite            pen*

### Proper nouns

- A **proper noun** is the name of a particular person or place.
- Proper nouns always begin with a capital letter. For example:

- **names of persons and pets:**

names of persons:            *Akbar*            *Birbal*

names of pets:            *Tinku*            *Sheebu*

- **names of places:**

names of mountains:            *Mount Everest*            *Mount Kilimanjaro*

names of rivers:            *the Ganga*            *the Nile*

names of oceans:            *the Atlantic Ocean*            *the Indian Ocean*

names of cities:            *Chennai*            *New Delhi*

names of states:            *Maharashtra*            *Sikkim*

names of countries:            *India*            *New Zealand*



names of continents: *Africa* *South America*

names of buildings: *Bara Imambara* *Taj Mahal*

- Proper nouns also include the names of days, months and festivals. For example:

- **names of days, months and festivals:**

names of days: *Monday* *Sunday*

names of months: *January* *November*

names of festivals: *Diwali* *Eid*

**B. Look at the list of nouns. Write C for common noun or P for proper noun.**

1. Australia .....
2. Christmas .....
3. gorilla .....
4. Jane .....
5. monument .....
6. lane .....
7. Mr Bhowmick .....
8. nest .....
9. Jantar Mantar .....
10. Wednesday .....

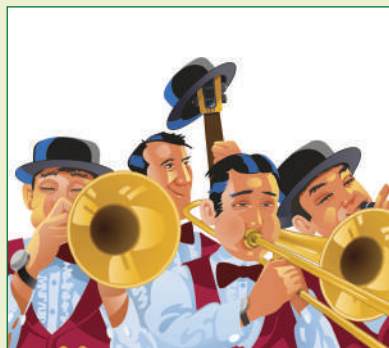


**Collective nouns**

- **Collective nouns** are names given to a group of people, animals or things. For example:



*an army of ants*



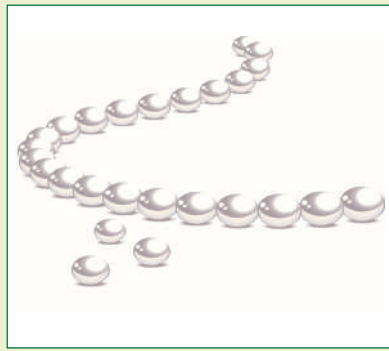
*a band of musicians*



*a bouquet of flowers*



a *range* of mountains



a *string* of pearls



a *team* of athletes

**C. Fill in each blank with the correct word from the box.**

*cards   flowers   grapes   soldiers   students   tools*

- |                     |                       |
|---------------------|-----------------------|
| 1. An army of ..... | 2. A bunch of .....   |
| 3. A class of ..... | 4. A cluster of ..... |
| 5. A deck of .....  | 6. A set of .....     |

**D. Choose the correct option. There may be more than one correct option.**

- |   |   |
|---|---|
| 1. A bunch of<br>a. apples<br>b. bananas<br>c. grapes | 2. A crowd of<br>a. onlookers<br>b. people<br>c. zebras         |
| 3. A fleet of<br>a. boats<br>b. ships<br>c. trucks    | 4. A flight of<br>a. stairs<br>b. steps<br>c. pigeons           |
| 5. A of dogs<br>a. kennel<br>b. litter<br>c. pack     | 6. A of stars<br>a. brightness<br>b. constellation<br>c. galaxy |
| 7. A of thieves<br>a. den<br>b. gang<br>c. mob        | 8. of trees<br>a. A garden<br>b. A grove<br>c. An orchard       |

**E. Write sentences using using any five collective nouns.**

1. ....
2. ....
3. ....
4. ....
5. ....

## LISTENING AND SPEAKING



### Listening

**A. Listen about a few jobs that people do. Then, fill in each blank with the correct word.**

1. I work with a ..... (*fork/spade/spoon*) to dig soil.  
I use a ..... (*bottle/bucket/hose*) to water plants.  
I am always in the middle of beautiful ..... (*branches/nature/books*).  
I am a .....
2. Once upon a time I used to ..... (*like/take/visit*) every home.  
I wear a ..... (*khaki/starch/starry*) uniform.  
I ..... (*open/deliver/take*) parcels and letters.  
I am a .....
3. I am always dressed in ..... (*colourful/matching/neat*) clothes.  
I wear a ..... (*conical/square/triangle*) cap on my head.  
I make people ..... (*cry/laugh/wish*).  
I am a .....

### Speaking

**B. Imagine you are any one of the people listed in the box.**

astronaut   doctor   fireman   pilot   soldier   writer



Communication   Collaboration

**Work in pairs. Introduce yourself to your partner. You may begin like this:**

*Hello! My name is...*

*I am a...*

*I work...*



# WRITING



Look at the pictures and complete the sentences to create a story.



1. One day a crow found ..... on the grass.
2. It took the ..... and went to .....
3. A ..... came by and saw the crow .....; the ..... also wanted it.
4. The clever ..... went under ..... and said, 'Oh! You are such a beautiful crow. If only I could hear your beautiful voice. Won't you please .....?'
5. The foolish crow was filled with pride after hearing its praises, and ..... to sing.
6. The moment ....., the ..... fell off and the ..... picked it up and ran away.



# 3 Think Hard, Boatman

Critical Thinking



## OBJECTIVES

In this chapter, we will:

- ◆ read a story about a clever boatman.
- ◆ learn word pairs.
- ◆ learn when to double the final letter while adding a suffix.
- ◆ learn about alphabetical order.
- ◆ learn the use of capital letters, commas, and full stops.
- ◆ listen to a narration and mark T/F; listen to and pronounce the different sounds of a.
- ◆ learn how to interview people.
- ◆ write an informal letter to recount our experience.



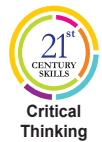
## WARM-UP

### Mindfulness Activity

Importance of puzzles and problem-solving

A. Puzzles are an interesting way to learn solving problems. They help us learn useful mental skills like organising, understanding patterns, and knowing the value of our choices. Let us see how, by playing a game of puzzles.

1. To play this game, you need a partner. You will also need to make the puzzle at home, so you need to prepare one day in advance.
2. How to make the puzzle:
  - a. Print/draw a picture on an A-4 size sheet. The picture/drawing should be spread on the whole page. Make sure you don't tell your partner about the picture. Surprise him/her!
  - b. Then, stick it on a cardboard sheet or hard paper. You can reuse the hardback of an old register, book, or any other harder paper material.








- c. After sticking the picture, take the help of your parent to cut the sheet into small squares of equal size. Place these squares in an envelope and bring it to class the next day.
3. Exchange your envelope with your partner's. Solve the puzzle that you find in their envelope. Note the time you take to solve it.
4. Now, shuffle the pieces and solve your puzzle again. How much time did you take this time? Did it take a different amount of time? Why? Discuss it with your partner.

**B. Think of an activity where you needed someone's help when you did it for the first time. For example, riding your bicycle. Talk about it with your partner. Think about these questions:**

1. How did you feel the first time?
2. How did you start doing it on your own?
3. How do you feel now when you do it on your own?

**C. A boatman requires a boat and oars to work with. What do the following people work with? Match the people with the things they use.**

1. baker	 a. comb and scissors
2. barber	 b. chopper
3. butcher	 c. oven
4. doctor	 d. screwdriver and spanner
5. plumber	 e. stethoscope



## READING

*A happy-go-lucky boatman is given a tricky task: to ferry a fox, a rabbit and a bag of carrots without any of them getting eaten by the other. Can he do it? Read on to find out.*

Splash the Boatman lived near the river. His **gaily** painted blue boat with its orange oars were a cheery sight for all in the village. He **ferried** people and their **goods** across the river every day for a small **fee**. Everyone loved riding on his boat.

He never said no to anyone.



**gaily:** something that is gaily painted is brightly coloured

**ferried:** rowed across, in a boat

**goods:** things that one owns and can be moved

**fee:** a sum of money that is paid to have something done

**refuse:** to say no to someone

**tipped:** if something is tipped, it becomes sloping, with one end higher than the other

In the same village lived the fearsome wizard, Mighty One, whose powerful magic spells could send Splash and his boat all the way to the moon! Splash didn't dare to **refuse** the wizard.

He did not refuse the giant Fat One, who nearly **tipped** the boat with his weight when he sat. Splash managed to balance his boat by putting a big stone just beside his own seat. It made the rowing very hard, with the giant and the stone making the boat heavier.

Splash was very proud that he never said no to anyone. Well, except for the one time that he nearly said no to Witch Grim.

It was a difficult trip, that one!

### Fact File



#### Did you know?

- Enid Blyton wrote over 800 books.
- The popular cartoon *Noddy* is based on the character written by her.
- This story of Splash the Boatman has been turned into many puzzle games with the same trick.





Old Witch Grim wanted goods delivered across to her. ‘You’ve got to be careful with my goods,’ she warned. ‘If any get damaged, I shall make you pay for it. In fact, I might even take your boat away!’

The goods were a red fox, a rabbit who was **terrified** of being eaten by the fox, and a bag of carrots! Splash had to really think hard for this one. His boat was too small to carry more than one **passenger** at a time. How was he to do this?

If he took the rabbit across first, the carrots would remain safe with the fox. But on his next trip, he would have to take the fox or the carrots across.

If he took the fox across, it would eat the rabbit while Splash returned to take the carrots. And if he took the carrots across, the rabbit would eat up the carrots when Splash would come back to **fetch** the fox. **Either way**, Witch Grim would be **displeased** with him.

‘Think hard, boatman! Think hard, Splash!’ He told himself.

And **lo!** He came up with a plan.

He helped the rabbit into the boat first, leaving the fox and the carrots behind. After dropping off the rabbit, he came back to the side where he had left the fox and the carrots. He loaded the bag of carrots to take to the other side. The disappointed fox cried out, ‘The rabbit will eat the carrots if you leave it there.’

But Splash was not going to do that. He made the rabbit get into the boat on the way back, made it hop off on the other side, picked up the fox, and rowed back to the side he had left the bag of carrots. Finally, he came back to fetch the rabbit.

Three trips to and fro, for the three goods, and all safe on the other side with Witch Grim!

Splash had been really clever! Don’t you agree?



**terrified:** very scared

**passenger:** a person who is travelling (in a bus, train, plane or boat)

**fetch:** to go and get someone or something from somewhere

**Either way:** in whatever ways something can be done

**displeased:** unhappy and angry

**lo:** an old English way of showing surprise when looking at something



## SUMMARY

Splash the Boatman ferried people across the river on his gaily painted boat. He never refused anyone. One day, old Witch Grim wanted goods delivered across to her. The goods were a red fox, a scared rabbit and a bag of carrots. Splash was troubled. He couldn't carry all three at once because his boat could carry only one passenger at a time. He also had to plan how to keep the rabbit and the carrots safe. He thought of a way out. He first ferried the rabbit across the river. Then, he ferried the bag of carrots but brought back the rabbit, leaving the carrots behind. Next, he took the fox across, but left the rabbit behind. Finally, he rowed the rabbit across again to the other side. Splash was pleased with his cleverness.

## COMPREHENSION



### A. Choose the correct option.

- Everyone loved riding on Splash's boat because
  - he never said no.
  - he had a gaily painted boat.
  - he was hardworking and cheerful.
  - All of the above
- Splash was afraid of the wizard, Mighty One, because
  - he sent Splash's boat to the moon.
  - he knew powerful spells that could send Splash and his boat all the way to the moon.
  - he had lost the wizard's goods.
  - Splash was scared of everyone.
- Splash found carrying Witch Grim's goods difficult because
  - they were too heavy and his boat was small.
  - there were too many things to carry.
  - she was angry with him.
  - he could only carry one at a time and he had to think of a plan so the rabbit and the carrots would reach safely.

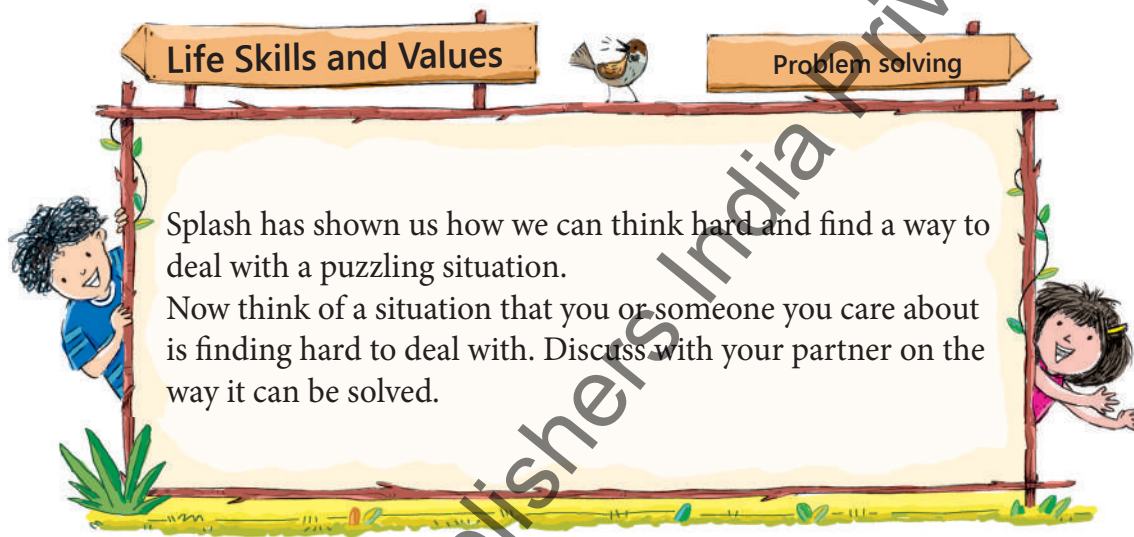
### B. Complete these sentences from the lesson meaningfully.

- Splash ferried ..... across the river.
- Rowing the giant Fat One across the river was hard work because .....
- Witch Grim wanted Splash to ferry ..... across the river to her.
- He could not leave the rabbit and the carrots together because .....

5. He couldn't leave the fox and the rabbit together because .....
6. The carrots were safe only with the .....

**C. Answer the questions.**

1. Where did Splash live? What work did Splash do?
2. Who were Splash's difficult customers? What worried him about these three?
3. What did Splash have to be careful about while ferrying the three goods of Witch Grim?
4. Splash loved his work. Do you agree with this statement? Give two examples from the story to support your answer.
5. Why do you think Splash never said no to anyone?



**VOCABULARY**

**Word pairs**

- Certain words go together and must be used in their fixed order.
- Such words are called **word pairs**. For example:  
*bread and butter (not butter and bread)*

**A. Match the words in the two columns to form word pairs. Write them in the blanks.**

Column A	Column B
1. black and	a. eraser .....
2. lock and	b. key .....
3. pencil and	c. pans .....
4. pots and	d. pepper .....
5. salt and	e. white .....



**B. Tick (✓) the pairs that have the words in the correct order.**

- |                    |                          |                   |                          |
|--------------------|--------------------------|-------------------|--------------------------|
| 1. crafts and arts | <input type="checkbox"/> | 2. found and lost | <input type="checkbox"/> |
| 3. knife and fork  | <input type="checkbox"/> | 4. write and read | <input type="checkbox"/> |

**Spelling**

Doubling the final letter before adding *-ing* or *-ed*

- When a single-syllable word ends with a consonant and has a vowel before it, the last letter is **doubled** before *-ing* or *-ed* are added to it. For example:

<i>hop</i>	<i>hopped</i>	<i>hopping</i>
<i>rob</i>	<i>robbed</i>	<i>robbing</i>

**C. Add *-ed* and *-ing* to the words.**

Word	word +ed	word +ing
1. beg	.....	.....
2. clap	.....	.....
3. drag	.....	.....
4. mop	.....	.....
5. sip	.....	.....

**D. Each sentence has a spelling error. Underline the error and write the correct word.**

- Smita is shoping at the supermarket. ....
- My foot slipped and I fell down the stairs. ....
- I was chopning wood when I spotted a deer. ....
- They are planing to go on a picnic next week. ....
- The policemen stoped the man and asked why he was running. ....

**DICTIONARY SKILLS**



**Alphabetical order**

- A dictionary is a book that lists the words of a language and gives their meanings.
- To make it easy for readers to search the meaning of words, all the words in a dictionary are listed in *alphabetical order*.

- **Alphabetical order** is the arrangement of words in the order of the letters of the alphabet. For example:

Words in alphabetical order: *ball*    *call*    *fall*    *tall*

Look at the first letter of each word.

The first letters are different, though the rest of the letters are the same.

*B*, of *ball*, is the second letter in the alphabet.

*C*, of *call*, is the third letter.

*F*, of *fall*, is the sixth letter.

*T*, of *tall*, is the twentieth letter.

- In a dictionary, the first letter of the words listed must always be in the order they appear in the alphabet.

**Arrange the words in each set in the order in which they would appear in a dictionary.**

1. fetch                      neck                      ape                      yacht

.....

2. dull                      sword                      peacock                      camera

.....

## GRAMMAR



### Capital letter

- A sentence always begins with a capital letter. For example:  
*I love my country.*
- Proper nouns, which are special names, also begin with a capital letter. For example:  
*India      Monday      Raman      Taj Mahal*

### Comma

- A **comma** (,) is used to separate words in a list. For example:  
*We need to buy pencils, erasers, sharpeners, and rulers.*

### Full stop

- A **full stop** (.) is placed at the end of a sentence. It completes the sentence. For example:  
*The shop sells sofas and tables.*

**A. Rewrite the sentences using capital letters wherever necessary.**

1. rubiya has finished her homework.
2. raman went to bengaluru on thursday.
3. on sunday, vikram mehta attended a party.

- rita is decorating her house for diwali celebrations.
- nepal and bhutan are India's neighbours to the north.

**B. Insert commas in the sentences wherever necessary.**

- The Godavari Krishna Tapti and Brahmaputra are rivers flowing in India.
- We saw some zebras two lions three giraffes and two seals at the zoo.
- I had two eggs some toast a glass of milk and an orange for breakfast.
- Hyderabad Bengaluru Kolkata and Mumbai are all capital cities.
- I bought some paper two pencils a box of crayons and a ruler.

**C. Rewrite the sentences using capital letters, commas, and full stops wherever necessary.**

- ramesh has two dogs a cat a turtle and some birds as pets
- our english teacher was absent on monday
- rohan meera and nina are friends.
- i am going to france and germany in august
- mount everest is the highest peak in the world

## LISTENING AND SPEAKING



### Listening

**A. Listen to a few lines about Raju and mark the sentences as true (T) or false (F).**

- Raju has dinner at nine o'clock.
- He goes to school by bus.
- Raju is attentive in class.
- His favourite subject is science.
- He plays cricket every evening.

**B. Listen to the following sets of words and repeat them aloud. Observe the change in the sound of *a*.**

call	ball	fall	tall
fat	cat	bat	rat
car	bar	star	jar

### Speaking

**C. Work in pairs and interview your partner. Take turns and ask the questions given below.**





### Partner 1

- What do you like about your house?
- Tell me something about your parents.
- What do you like to do in your free time?

### Partner 2

- What is your favourite game? Why?
- Which storybooks do you enjoy reading the most? Why?
- Who are your best friends? What do you like about them?

## WRITING



Imagine you are Splash. You are writing to your mother about Witch Grim's task. Complete the letter given. You may begin like this.

*Dear Mother,*

*How are you? I can't wait to tell you what happened today.*

A series of horizontal dotted lines for writing the letter.





## 4 Are There Paw-prints in Heaven?

Animals as Friends



### OBJECTIVES

In this chapter, we will:

- ◆ read a poem about the love for one's pet.
- ◆ learn the meaning of and the way to use similes.
- ◆ research and write on animal behaviour.



### WARM-UP

#### Mindfulness Activity

Mindful observation of animals

A. Observe any bird or animal closely. Sit in a place that is close to nature: on a park bench, in your balcony or veranda, or in the garden or field. You may also observe your pet at home. Think of or note down these things when you observe the animal or the bird.

- Sense what the skin/fur/feathers is like: rough, smooth, silky, scaly, shiny... etc.
- See what it looks like: the eyes, the beak or the face. Remember to keep your face soft and loving so they do not feel startled by your presence.
- Is the animal or the bird quiet and still or does it make a sound?
- What kind of sounds are they? Is it vocalisation or the sound of its movement? Vocalisation is the call made by birds and animals to communicate with each other.
- What do you feel as you look at that animal or the bird? Discuss with your partner.

B. Our pets are nothing less than our family members. Think about your pet. If you don't have one, you can imagine having the pet you desire.

- How do you feel thinking about it?
- Why do you feel that way? Talk to your partner about it.

## READING

Read this moving poem by Missy Davis about a little girl and her love for her pet, who is in heaven.



### Fact File

Did you know that dogs have been man's best friend for more than thirty thousand years



**glimpse of:** when you take a glimpse of something, you look at it for a very short time

### SUMMARY

The poet says that she has heard of heaven, that it is made of gold and that people never grow old there. She wants to know if her dog will be there too. She says that her dog brought her joy from the moment she came into her life. So, the poet wonders if such a kind spirit will be in heaven or not. She finally says that if someone goes to heaven and walks around there with holy saints, they might see her dog keep a paw-print reserved just for her.

I hear of a place that is made of gold,  
A place where we shall never grow old.  
But one answer I have not heard at all,  
Will there be paw-prints from my little dog?  
She promised us joy right from the start.  
I just wonder if she'll be a part.  
So, as I sit here and dream of the day,  
I wonder if in heaven she will stay.  
When you're walking down with  
the saints of old,  
Take a **glimpse of** that new road,  
And if there, you shall see  
Maybe a paw-print just for me.



# COMPREHENSION



## A. Choose the correct option.

1. How does the poet describe the place where her dog is?
  - a. It is made of gold.
  - b. It is where no one grows old.
  - c. The saints of old are there.
  - d. All of the above.
2. What does the poet want to know?
  - a. If she can dream all day.
  - b. If her dog is staying there in heaven.
  - c. If there are new saints in heaven.
  - d. None of the above.
3. Why does she ask about her dog being in heaven?
  - a. She has heard many things about heaven but not this.
  - b. Her dog had brought the poet and her family a lot of joy.
  - c. She keeps wondering about this all day.
  - d. All of the above

## B. Read these lines from the poem and answer the questions.

1. *She brought us joy from the start.  
I just wonder if she'll be a part.*
  - a. Who is *she* here?
  - b. Explain what the poet wonders.
2. *When you're walking down with saints of old,  
Take a glimpse of that new road,  
And if there, you shall see  
Maybe a paw-print just for me.*
  - a. Who is the poet talking to?
  - b. Which road is she talking about?

## C. Answer the questions.

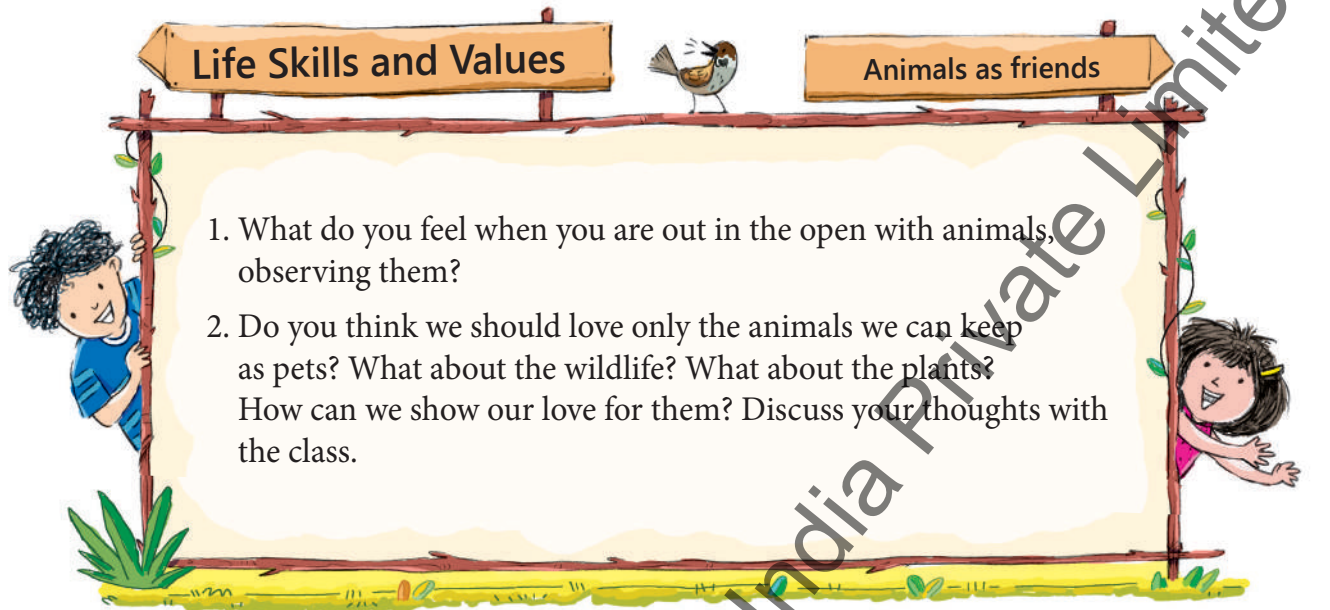
1. What does the poet want to know?
2. The poet wonders if there are paw-prints of her dog in heaven or not? Why does she wonder this?
3. Why does the poet wish for a paw-print just for her?
4. What does this tell you about her feelings for her dog?

## D Find a word from the poem that means:

1. A quick look .....
2. To think .....

E. Pick out two sets of rhyming words from the poem.

1. ....
2. ....



1. What do you feel when you are out in the open with animals, observing them?
2. Do you think we should love only the animals we can keep as pets? What about the wildlife? What about the plants? How can we show our love for them? Discuss your thoughts with the class.

## VOCABULARY



### Simile

- A **simile** is a comparison between two different things using the word *like* or *as*. For example:

Anu is slow *like* a snail.

Jassi is *as* busy *as* a bee.

The water is *as* cold *as* ice.

### Use the words in brackets to complete the similes. One has been done for you.

1. Jia runs *as fast as* ..... (*fast*) a deer.
2. Ravi is ..... (*gentle*) a lamb.
3. Hena is ..... (*brave*) a lion.
4. Grandpa is ..... (*wise*) an owl.
5. Leena is ..... (*timid*) a rabbit.
6. Gurjit is ..... (*playful*) a kitten.
7. The sheet was ..... (*white*) snow.
8. Zeba's hair is ..... (*black*) charcoal.

