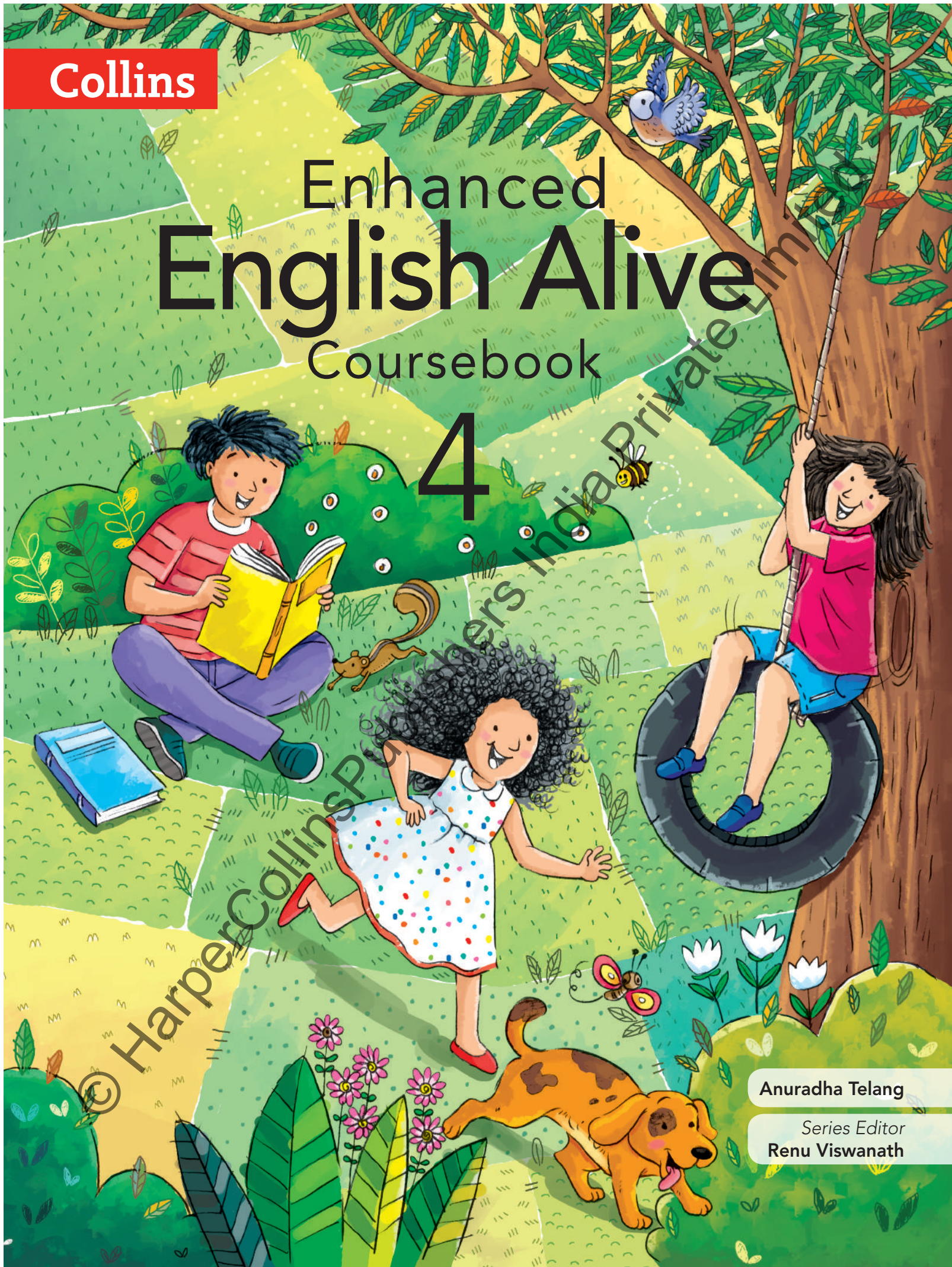


Collins

Enhanced English Alive

Coursebook

4



Anuradha Telang

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
- Interactive whiteboard mode

Page 14-15 / 24

Search book or online

Learning objects

Mark-up data

Page jump

Page 14-15 / 24

Online Search

COMPREHENSION

A. Choose the correct option.

- The baby's sister is sitting
 - near the baby.
 - far from the baby.
 - in another room.
- The baby's sister will
 - sing a lullaby.
 - play with the baby.
 - wake up the baby.

B. Answer the questions.

- Where is the baby lying?
- Who will keep quiet like a mouse?
- How is the baby's sister? Think of and write two words to describe her.

Life Skills and Values

- Imagine you are playing outside your house, and your little brother is sleeping inside alone. Suddenly you hear your brother cry. What would you do?
- You are watching TV with your friend. Your sister is sleeping in the next room. Your friend asks you to raise the volume of the TV. What would you do?

Student + Teacher | Teacher-only

- a animations
- ia activities
- g games
- tn teacher's notes
- ilt instructor-led tutorials
- w worksheets
- v videos
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Acknowledgements for these texts will be made in the future editions of the book.

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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 contain 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

Critical Thinking



Communication

Communication Skills



Collaboration

Collaboration



Creative Thinking

Creativity



ICT

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.

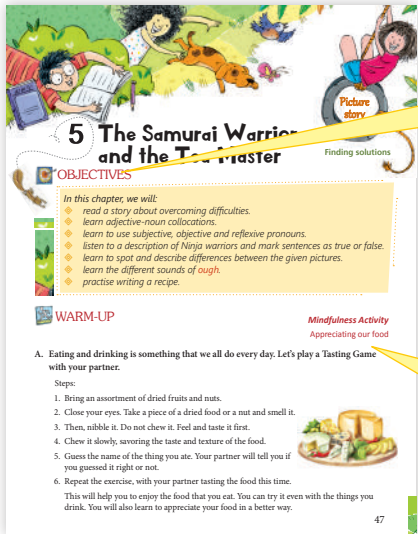


Sustainable Development Goals

- 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



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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

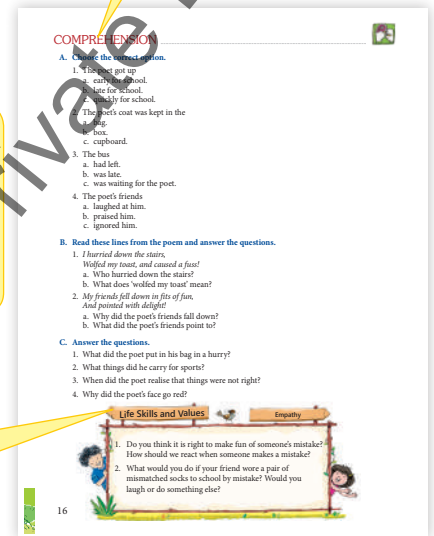
Reading: A good balance of Indian and global selections from a wide range of literary genres that are useful in cross-curricular teaching

Cross-curricular boxes: Topics related to other subjects highlighted

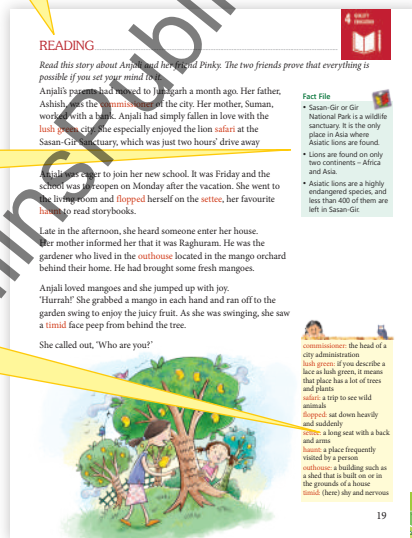
Glossary: Meanings for new words and literary devices given alongside the text

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

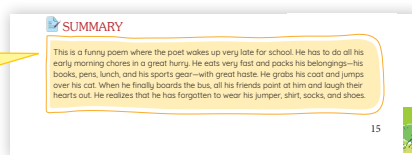
Comprehension: Covers factual, inferential, and extrapolative questions



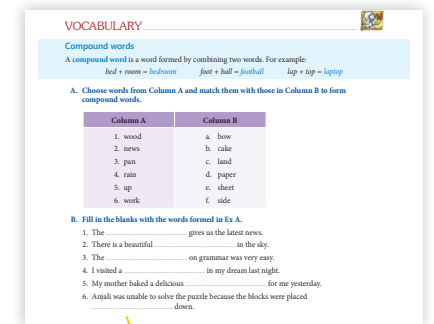
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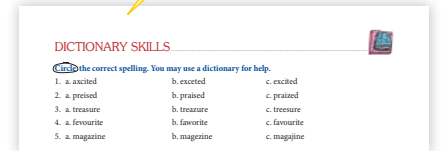


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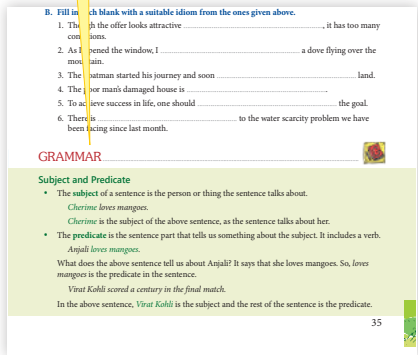
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Vocabulary: Covers language skills with focus on usage



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

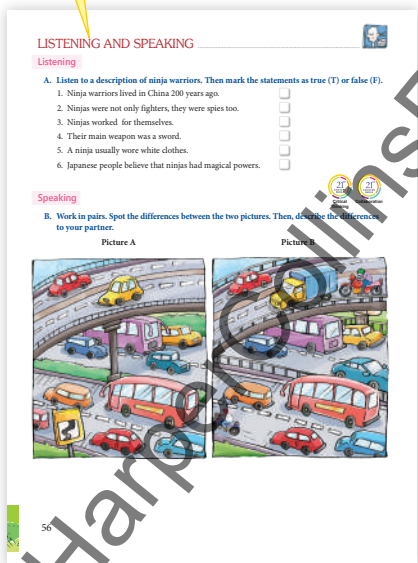


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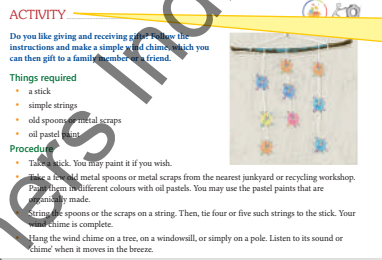
Writing: A well-graded section with a variety of creative and scaffolded writing tasks:

- 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

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



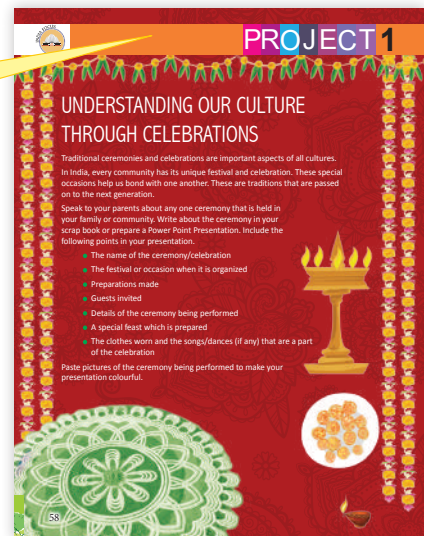
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Activity: A collaborative fun activity with each poem

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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. I'm Late for School <i>(Humorous poem)</i>	Self and friends	Being mindful of time and routine	Factual, inferential and extrapolative	Empathy	
2. Everything Is Possible <i>(Short story)</i>	Helping others	Importance of caring for others	Factual, inferential and extrapolative	Helping others	
3. Shadow and Carly <i>(Short story)</i>	Animal friends	Being mindful about other living beings	Factual, inferential and extrapolative	Empathy for animals	
4. The Fox's Wedding <i>(Folk poetry)</i>	Animal friends	The importance of gratitude	Factual and inferential	Courtesy	
5. The Samurai Warrior and the Tea Master <i>(Picture story)</i>	Finding solutions	Appreciating our food	Factual, inferential and extrapolative	Focusing on goals	
Project 1	Understanding Our Culture Through Celebrations				
6. Earnestness <i>(Motivational poem)</i>	Focusing on goals	Putting thought into our actions	Factual, inferential and extrapolative	Focusing on goals	
7. The Will <i>(Folk tale)</i>	Finding solutions	The importance of sharing	Factual, inferential and extrapolative	Sharing with family	
8. The Myriad Colours of Meghalaya <i>(Non-fiction prose)</i>	Environment	Being mindful of nature around us	Factual, inferential and extrapolative	Caring for the environment	
9. How the Leaves Came Down <i>(Narrative poem)</i>	Environment	Appreciating nature	Factual, inferential and extrapolative	Appreciating nature	
10. The Three Questions <i>(Short story)</i>	Finding solutions	Being mindful of the present moment	Factual, inferential and extrapolative	Finding solutions	
Project 2	Travelogue				
11. The Praying Hands <i>(Biography)</i>	Art and creativity	Appreciating our body parts	Factual and inferential	Gratitude	
12. The Potter <i>(Descriptive poem)</i>	Art and creativity	Appreciating handicrafts	Factual and inferential	Traditional arts	
13. Liza and the Lost Letter <i>(Play)</i>	Determination	Knowing that greed leads to trouble	Factual and inferential	Honesty	
Project 3	The World of Stamps				

Vocabulary	Grammar	Listening and Speaking	Writing /Activity
<ul style="list-style-type: none"> Rhyming words 			<ul style="list-style-type: none"> Answering questions on time
<ul style="list-style-type: none"> Compound words Choosing the correct spelling 	<ul style="list-style-type: none"> Articles (indefinite and definite) Prepositions of time (<i>in, on, at</i>) 	<ul style="list-style-type: none"> Listening to a poem and gap-filling Telling a chain story 	<ul style="list-style-type: none"> Imaginative writing
<ul style="list-style-type: none"> Friendship terms Idioms 	<ul style="list-style-type: none"> Subject and predicate <i>Punctuation</i>: comma, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Listening and gap-filling Making and responding to requests 	<ul style="list-style-type: none"> Writing an informal letter
<ul style="list-style-type: none"> Cardinal and ordinal numbers 			<ul style="list-style-type: none"> Making a wind chime
<ul style="list-style-type: none"> Collocations: adjectives and nouns 	<ul style="list-style-type: none"> Personal pronouns: subjective, objective and reflexive 	<ul style="list-style-type: none"> Listening to a description and marking true or false Describing differences between two pictures Eight different pronunciations of <i>ough</i> 	<ul style="list-style-type: none"> Writing the recipe of lemon ice tea
<ul style="list-style-type: none"> Literary device: Rhyme scheme 			<ul style="list-style-type: none"> Expressing your goals through pictures with a caption for each stage
<ul style="list-style-type: none"> Prefixes Making antonyms using prefixes Searching for word meanings in a dictionary 	<ul style="list-style-type: none"> Words used as nouns and verbs Comparative adjectives 	<ul style="list-style-type: none"> Listening to announcements at a railway station and filling in a table Making suggestions 	<ul style="list-style-type: none"> Writing a character sketch
<ul style="list-style-type: none"> Suffixes Forming adjectives by adding suffixes to the root word 	<ul style="list-style-type: none"> <i>Will</i> and <i>can</i> <i>Some</i> and <i>any</i> 	<ul style="list-style-type: none"> Listening to an announcement and filling in a form Describing a family vacation picture 	<ul style="list-style-type: none"> Writing a report on a cleanliness drive in your neighbourhood
<ul style="list-style-type: none"> Synonyms and antonyms 			<ul style="list-style-type: none"> Making a leaf family
<ul style="list-style-type: none"> Proverbs 	<ul style="list-style-type: none"> <i>Should</i> and <i>shouldn't</i> Making offers using <i>Let me / Let us</i> + verbs 	<ul style="list-style-type: none"> Listening for details and filling up a form Providing suggestions for a birthday party using <i>Let me</i> and <i>Let us</i> 	<ul style="list-style-type: none"> Writing a travelogue
<ul style="list-style-type: none"> Portmanteau words Spellings: doubling the final letter l 	<ul style="list-style-type: none"> Subject-verb agreement Simple past and past continuous tenses 	<ul style="list-style-type: none"> Listening and sequencing events from the life of Rani Lakshmbai Requesting to help a poor child Pronouncing the short <i>o</i> sound 	<ul style="list-style-type: none"> Writing a biography of a family member
<ul style="list-style-type: none"> Simile Antonyms 			<ul style="list-style-type: none"> Group work on materials that are used to make pots
<ul style="list-style-type: none"> British and American English Gender 	<ul style="list-style-type: none"> Types of sentences: declarative, imperative, exclamatory and interrogative 	<ul style="list-style-type: none"> Listening and summarising in short sentences Giving directions 	<ul style="list-style-type: none"> Writing a review of the play

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1 I'm Late for School

Humorous poem

Self and friends



OBJECTIVES

In this chapter, we will:

- ◆ read and understand a humorous poem.
- ◆ understand the importance of sympathy.
- ◆ learn rhyming words.
- ◆ learn to keep time.



WARM-UP

Mindfulness Activity

Being mindful of time and routine

A. Work in pairs. Look at the picture of Rohan's room. Discuss it with your partner.



B. Look at your own bag. Answer these questions.

1. Have you packed your things neatly?
2. Have you put your books and other belongings properly?
3. Did you pack your bag well in time or hurriedly in the morning?

Close your eyes and think about your answers. Write down in your notebook how you will prepare yourself for school the next day.

READING

Read this funny poem by Gareth Lancaster about a boy who wakes up late one day. Find out what happens.



I got up late for school today,
And nearly missed the bus!
I hurried down the stairs,
Wolfed my toast, and caused a fuss!



wolfed: (here) ate quickly, in a hurry

fuss: when many things are done at the same time and in a hurry, causing worry

I quickly threw books in my bag,
My pens, my lunch and shorts.
Grabbed my coat from out the cupboard,
Took my bat and ball for sports.



I slid across the kitchen floor,
And hopped around the cat!
Then expertly rolled over,
Jumped back up and grabbed my hat!





I climbed aboard and then froze still,
 And knew that things weren't right!
 My friends fell down in fits of fun,
 And pointed with delight!

I belted out of our front door,
 Spun round and swung it shut.
 Saw the bus was waiting for me,
 I felt I had time to strut!



My face went red, I couldn't breathe,
 For in my haste I knew!
 I'd forgotten to wear trousers,
 Jumper, shirt, my socks and shoes!



belted: moved somewhere very quickly
strut: to walk in a proud way with your head held high and your chest out
fits of fun: (here) a short period of time spent laughing
jumper: a warm, knitted piece of clothing which is worn like a T-shirt

SUMMARY

This is a funny poem where the poet wakes up very late for school. He has to do all his early morning chores in a great hurry. He eats very fast and packs his belongings—his books, pens, lunch, and his sports gear—with great haste. He grabs his coat and jumps over his cat. When he finally boards the bus, all his friends point at him and laugh their hearts out. He realizes that he has forgotten to wear his jumper, shirt, socks, and shoes.

COMPREHENSION



A. Choose the correct option.

- The poet got up
 - early for school.
 - late for school.
 - quickly for school.
- The poet's coat was kept in the
 - bag.
 - box.
 - cupboard.
- The bus
 - had left.
 - was late.
 - was waiting for the poet.
- The poet's friends
 - laughed at him.
 - praised him.
 - ignored him.

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

- I hurried down the stairs,
Wolfed my toast, and caused a fuss!*
 - Who hurried down the stairs?
 - What does 'wolfed my toast' mean?
- My friends fell down in fits of fun,
And pointed with delight!*
 - Why did the poet's friends fall down?
 - What did the poet's friends point to?

C. Answer the questions.

- What did the poet put in his bag in a hurry?
- What things did he carry for sports?
- When did the poet realise that things were not right?
- Why did the poet's face go red?

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- Do you think it is right to make fun of someone's mistake? How should we react when someone makes a mistake?
- What would you do if your friend wore a pair of mismatched socks to school by mistake? Would you laugh or do something else?

VOCABULARY



Rhyming words

- The words *bus* and *fuss* have similar final/ending sounds. When two words have similar final/ending sounds, we say they **rhyme**.

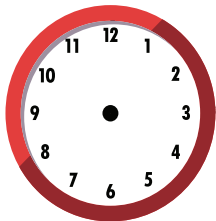
Find three more pairs of words in the poem that rhyme.

-
-
-

ACTIVITY

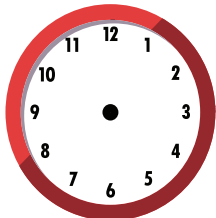


Here are three clocks. Answer the first part of each question by drawing the hands on the clocks to show the time. For the second part, write the answer in the blanks.



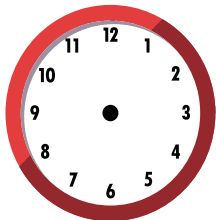
1. When do you wake up? How long do you take to dress up for school?

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



2. When do you return from school? What do you do after coming home?

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



3. When do you have dinner? How long does it take you to prepare for bedtime?

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

4. Before you sleep, do you think about what you did the entire day? Did you waste your time on unimportant things? Could you have spent it in a better way? Write your honest opinion in the space provided below.

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

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2 Everything Is Possible

Helping others



OBJECTIVES

In this chapter, we will:

- ◆ read a story about helping others.
- ◆ learn to use compound words.
- ◆ learn to spell words correctly.
- ◆ learn to use articles *a*, *an*, and *the*; and prepositions of time.
- ◆ listen to a poem and fill in the blanks.
- ◆ learn to create a chain story.
- ◆ write a paragraph on helping others.



WARM-UP

Mindfulness Activity

Importance of caring for others

- A. Do you think we can be happy by making others happy? If so, why does it make you happy? Discuss this with your partner.
- B. Write two to three things that made you feel happy since morning.

Things that made you feel happy since morning

-
-
-

READING

Read this story about Anjali and her friend Pinky. The two friends prove that everything is possible if you set your mind to it.

Anjali's parents had moved to Junagarh a month ago. Her father, Ashish, was the **commissioner** of the city. Her mother, Suman, worked with a bank. Anjali had simply fallen in love with the **lush green** city. She especially enjoyed the lion **safari** at the Sasan-Gir Sanctuary, which was just two hours' drive away from Junagarh.

Anjali was eager to join her new school. It was Friday and the school was to reopen on Monday after the vacation. She went to the living room and **flopped** herself on the **settee**, her favourite **haunt** to read storybooks.

Late in the afternoon, she heard someone enter her house. Her mother informed her that it was Raghuram. He was the gardener who lived in the **outhouse** located in the mango orchard behind their home. He had brought some fresh mangoes.

Anjali loved mangoes and she jumped up with joy. 'Hurrah!' She grabbed a mango in each hand and ran off to the garden swing to enjoy the juicy fruit. As she was swinging, she saw a **timid** face peep from behind the tree.

She called out, 'Who are you?'



Fact File

- Sasan-Gir or Gir National Park is a wildlife sanctuary. It is the only place in Asia where Asiatic lions are found.
- Lions are found on only two continents—Africa and Asia.
- Asiatic lions are a highly endangered species, and less than 400 of them are left in Sasan-Gir.



commissioner: the head of a city administration

lush green: if you describe a place as lush green, it means that place has a lot of trees and plants

safari: a trip to see wild animals

flopped: sat down heavily and suddenly

settee: a long seat with a back and arms

haunt: a place frequently visited by a person

outhouse: a building such as a shed that is built on or in the grounds of a house

timid: (here) shy and nervous



'I am Pinky. My father works in the mango orchard.'

Anjali invited her to play with her on the swing and shared a mango with her.

Many days went by and both the girls became very good friends. One day, Anjali asked, 'I have never seen you go to school. Why?' Pinky looked very **uncomfortable**. She did not answer and simply ran away.

Anjali was puzzled. The next day, too, there was no sign of Pinky. Anjali missed her friend, and decided to go with her mother and meet Pinky at the outhouse.

As they were walking to Pinky's house, Anjali saw some men put up a new **hoarding** across the compound wall. It read:
Each one, Teach one.

Anjali read it and remembered, 'Our teacher has taught us rhyming words. *Teach* and *each* is a pair of rhyming words, but I wonder what this sentence means.'

Fact File

'Each one, teach one' is a proverb which originated in the United States of America during the time African slaves were denied education. When one of these slaves managed to get an education, it was his or her duty to teach another person to read and write.



Suman smiled at her daughter and said, 'It means every person can help another person to read and write.'

'It is a very nice idea!' exclaimed Anjali.

'Yes, indeed it is,' said Suman.

Suman and Anjali reached the outhouse. Pinky met them and shyly said, 'I ran away that day because I thought you would make fun of me. You see, I never went to school and do not know how to read and write. It is impossible that I can learn now.'

'Nothing is impossible, Pinky. In fact, everything is possible if you set your mind to it,' said Suman and put her arms around the child.

Anjali exclaimed, 'I have an idea. Why don't you come home every afternoon after I return from school? I will help you learn how to read and write.'



uncomfortable: worried or nervous

hoarding: a large board at the side of the road or on top of buildings, to show advertisements

Anjali was true to her word and Pinky never missed a day. During the monsoon showers, both the girls stayed indoors and practised reading and writing.

Anjali introduced Pinky to the world of stories. There were many kinds of stories—fairy tales, **mythological** stories, and **Aesop's Fables**.

Every day, Anjali would bring new books from the school library and read them to Pinky. She even gave Pinky all her old storybooks.

Pinky was unstoppable. She was hard-working and slowly started to read on her own. One day, Suman told Anjali, 'I think now the time has come that Pinky can be admitted to a school.' Anjali was very excited at the idea. 'Do you think she can come to my school?' asked Anjali. Suman **enquired** and finally Anjali's school was ready to admit her.

Pinky was nervous, but Anjali held her hand firmly and walked her up to her classroom on the first day. There was a slight hint of a tear in Pinky's eyes when Anjali finally waved her goodbye.

That day, Anjali was eagerly waiting near the school gate to know how Pinky had **fared** on her first day at school. She saw Pinky rushing outside excitedly. She was shouting with joy, 'I did it! I can read, write, and play! I enjoy going to school.'

Just guess who was the happiest person?
It was Anjali! She felt as if she had cleared an exam! The two girls sang in chorus,
'Everything is possible!'



mythological: a myth is a well-known story to explain natural events or religious beliefs. Anything related to myths is mythological.

Aesop's Fables: animal stories with a moral, by Greek slave and storyteller Aesop. He lived on the island of Samos 2,500 years ago

enquired: asked about something

fared: (here) how her first day went

SUMMARY

Anjali and her parents move to Junagarh. There she meets Pinky, the daughter of Raghuram the gardener, at their mango orchard. The two girls become fast friends. One day, Anjali discovers that Pinky has never gone to school. She doesn't know how to read or write. So, Anjali decides to help Pinky, after her mother, Suman, tells her about the slogan 'Each one, Teach one'. Pinky is eager to learn and Anjali is thrilled with her friend's progress. On Pinky's first day of school, she realizes that she can read, write, and play. Anjali is the happiest person that day.

COMPREHENSION



A. Choose the correct option.

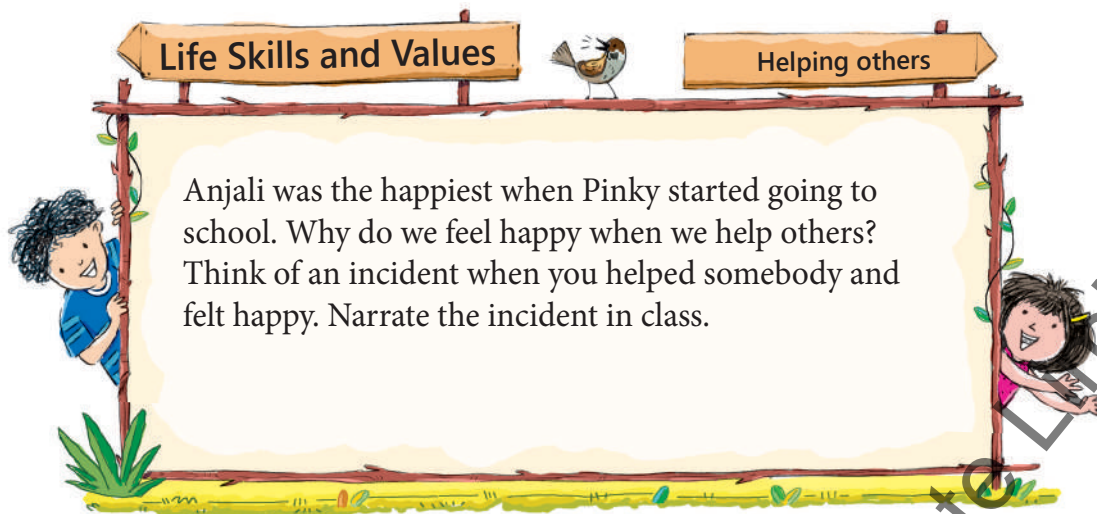
1. Anjali and her parents had shifted
 - a. to Junagarh from another city.
 - b. from Junagarh to another city.
 - c. to Junagarh from Mumbai.
2. Raghuram was
 - a. a gardener who worked in a mango orchard.
 - b. an officer who worked in a bank.
 - c. Pinky's uncle.
3. Anjali introduced Pinky to
 - a. the world of animals.
 - b. the world of books.
 - c. the world of plants.

B. Write T for true and F for false.

1. Anjali's father was the commissioner and her mother worked in a company.
2. Pinky ran away because she did not go to school and felt bad about it.

C. Answer these questions.

1. What was one of the many things that Anjali liked about Junagarh?
2. How did Anjali help Pinky learn to read and write?
3. Do you think Anjali did the right thing by giving her old books to Pinky? Why?
4. How do you think Anjali felt after helping Pinky to learn reading and writing?
5. How do you think Pinky's life changed after Anjali helped her? What would have happened if Anjali had not met Pinky?



VOCABULARY

Compound words

A **compound word** is a word formed by combining two words. For example:

bed + room = bedroom

foot + ball = football

lap + top = laptop

A. Choose words from Column A and match them with those in Column B to form compound words.

Column A	Column B
1. wood	a. bow
2. news	b. cake
3. pan	c. land
4. rain	d. paper
5. up	e. sheet
6. work	f. side

B. Fill in the blanks with the words formed in Ex A.

- The gives us the latest news.
- There is a beautiful in the sky.
- The on grammar was very easy.
- I visited a in my dream last night.
- My mother baked a delicious for me yesterday.
- Anjali was unable to solve the puzzle because the blocks were placed down.

DICTIONARY SKILLS



Circle the correct spelling. You may use a dictionary for help.

- | | | |
|-----------------|-------------|--------------|
| 1. a. axcited | b. exceted | c. excited |
| 2. a. preised | b. praised | c. praized |
| 3. a. treasure | b. treazure | c. treesure |
| 4. a. fevourite | b. faworite | c. favourite |
| 5. a. magazine | b. magezine | c. magajine |

GRAMMAR



Articles

- **Articles** tell us if a noun is singular or plural. They also tell us if the noun is general or specific.
- There are two types of articles—indefinite article and definite article.

Indefinite article

- The indefinite article is *a/an*. It is used when we don't specify the things or the people we are talking about. For example:

I met a friend.

- The indefinite article is always used with a singular noun when it is used for the first time. For example:

I saw a cat outside my house.

- The indefinite article *a* is used before consonant sounds. For example:

The dogs lived in a shelter.

- The indefinite article *an* is used before vowel sounds. For example:

It is an allergy.

Definite article

- The definite article is *the*. It is used when we talk about a specific person or thing that both the speaker and the listener know. For example:

The President is visiting the Taj Mahal.

Some rules

- When we speak of someone or something for the first time, we use *a* or *an*. The next time we repeat that noun, we use *the*. For example:

A boy came in. The boy had a large bag in his hands.

- Do not use articles with names of countries, states, cities, lakes and mountains. For example:
He lives in Manali. He is training to climb Mount Everest.
- If a country is a collection of states, we use the definite article. For example:
the United States *the United Kingdom*
- Do not use articles with plurals and uncountable nouns. For example:
She writes books. *He loves classical music.*

A. Fill in the blanks with suitable articles.

1. The boy bought apple-shaped plate.
2. Pinky found storybook on the shelf.
3. One day, Anjali noticed new hoarding outside her house.
4. He put his cat on the sofa. angry cat scratched the sofa.
5. Anjali went on safari. safari was great experience.
6. Mani spotted injured dog and took it to the vet.
7. I forgot carry-bag at home. I had to walk all way back to get it.
8. I bought bunch of clothes and assortment of things for my house.
9. In order to reach the station on time, I booked Uber cab.
10. Naman is so good at solving puzzles that it takes him minute to solve Rubik's cube.

Prepositions of time

- We use prepositions to describe a relationship between a noun and the other words in a sentence.
- Prepositions used to show time related to the noun are called **prepositions of time**.
- The words *at*, *in*, and *on* are three common prepositions of time.
- *In* is used
 - to talk about years.
He was born in 1994.
 - to talk about months.
I visited Delhi in December.
 - to talk about decades.
The film was released in the seventies.
 - to talk about centuries.
The machine was invented in the eighteenth century.
 - to talk about seasons.
We wear warm clothes in winter.

- to talk about periods of time.

*The bridge was built **in** six months.*

- **On** is used

- to talk about days.

*He returned **on** Tuesday.*

- to talk about the morning/afternoon/evening/night of a certain day.

*He called me **on** Monday morning.*

- to talk about dates.

*Independence Day is celebrated **on** 15 August.*

- **At** is used

- to express an exact time of the clock.

*I have a music class **at** one o'clock.*

- to talk about holiday periods.

*He will come home **at** Christmas.*

- with the words *night*, *sunrise*, and *sunset*.

*Owls hunt **at** night.*

- to talk about meal times like lunchtime and dinner time.

*The canteen is crowded **at** lunchtime.*

B. Fill in the blanks with suitable prepositions of time.

1. His birthday falls 12 May.
2. Where will you go Sunday?
3. It rained heavily July this year.
4. The supermarket is closed night.
5. I will meet my friend 11 a.m.
6. Anjali's old books were lying the attic.
7. Riya went home lunchtime as she was unwell.
8. Did you attend the dance class your birthday?
9. The world made great progress the twentieth century.
10. Will we be able to travel to Mars the twenty-first century?
11. The film *Sholay* was made the seventies but it is still very popular today.
12. New Delhi gets nearly fourteen hours of sunlight the summers.
13. Nilli decided that she will take swimming classes Mondays and singing lessons Thursdays.
14. When one joins the army, one has to wake up every day sunrise.
15. Nilima and Parveen planned to meet quarter to twelve outside the metro station.

LISTENING AND SPEAKING



Listening

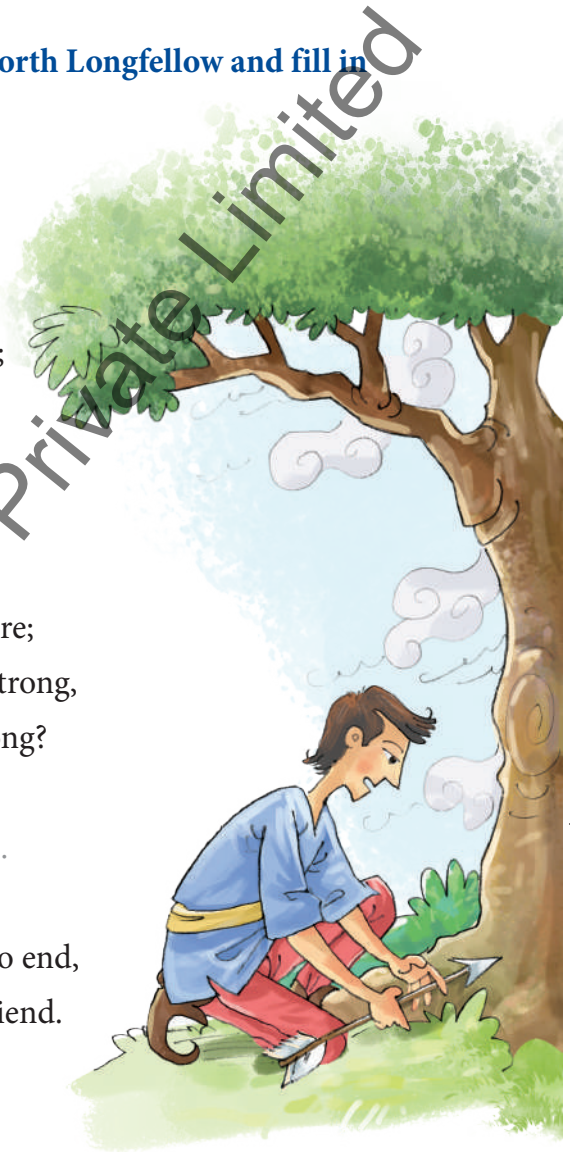
A. Listen to the poem *The Arrow and the Song* by Henry Wadsworth Longfellow and fill in the blanks.

The Arrow and the Song

I shot an into the air,
It fell to, I knew not where;
For, so swiftly it flew, the
Could not it in its flight.

I breathed a into the air,
It to earth, I knew not where;
For who has sight so and strong,
That it can follow the of song?

Long, long afterward, in an
I the arrow, still unbroke;
And the, from beginning to end,
I found again in the of a friend.



Speaking

B. Divide the class into groups of ten. Each team will create a chain story.

Here are the rules for the players:

- Each person can say only one sentence and the story must continue.
- The first player begins the story by saying 'Once there lived a young girl in the city of Mumbai...' and completes the sentence.
- The next player will continue the story in a meaningful way.
- This process continues until it reaches the last player in the team.
- The last player will conclude the story in one sentence.

Choose one of these as the theme of your story.

1. Friendship
2. Sharing
3. Kindness
4. Helping others



WRITING



Chotu, an orphan, works in a tea stall. Write a paragraph on how you would help him so that he can stop working and go to school.

I see him every day.

Handwriting practice area with 20 horizontal dotted lines for writing.

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3 Shadow and Carly

Animal friends



OBJECTIVES

In this chapter, we will:

- ◆ read a story about love for animals and friendship with them.
- ◆ learn to use friendship terms and idioms.
- ◆ learn to identify the subject and the predicate.
- ◆ learn to punctuate sentences.
- ◆ listen to a story and fill in the blanks.
- ◆ learn to make requests and respond to requests.
- ◆ practise writing an informal letter.



WARM-UP

Mindfulness Activity

Being mindful about other living beings

A. As human beings, we feel many emotions like joy, sadness, anger, surprise, etc. What about animals? Do you think they feel these emotions as well? Discuss your thoughts with a partner.

Look at the pictures. Then, write the emotions you think the animal may feel.



1.

2.

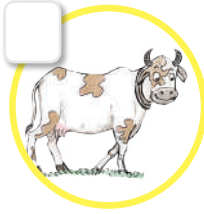
3.

4.

5.

Observe animals and plants around you. You will notice that in many ways, they can express how they feel. You may note your observations and discuss them in the class.

B. Do you have a pet? Identify the pets shown below and tick the pet you have. If you do not have a pet, tick the one you would like to adopt.



READING



Read this story about how caring and loving cats can be, and what it means to have a home where you are loved and cared for.

Science Scan



- Cats, tigers, lions, jaguars, leopards, and cheetahs all belong to the cat family.
- Pet cats and small wild cats are called *small cats*, while the others are called *big cats*.
- All cats are carnivores.



allergic: caused by or related to an allergy

allergy: extreme sensitivity to a substance, especially a food, pollen, fur, or dust, which causes the body to react to it causing discomfort

‘Goodbye, Shadow,’ Paige said as her family dropped me off at the cat shelter. ‘I know you’ll find a good home soon. I’m sorry, I’m **allergic** to you.’ She held me tight and her tears hit my fur. I couldn’t bear to see her so sad, so I told myself it was the **allergy** that made her eyes so wet.

‘Always remember that I love you, and I want you to find another special human. The shelter is nice, but a cat needs a *forever home*. A cat needs to *belong* somewhere,’ she said.

After she left, my eyes were overflowing somehow. Maybe I was allergic to the other cats. They were everywhere.



A cat sniffed me, then nudged my side. 'Are you okay?' she asked.

'Of course,' I said, backing away.

She looked me straight in the eye, and I knew she understood me. I was **embarrassed** that she saw me cry.

'I had a cold when I came in too,' she said.

'It's an allergy,' I replied.

'Well, you'll feel better tomorrow and better each day after that. I'm Carly.'

'I'm Shadow.' We touched noses to complete the introduction.

'I'll show you around. I've been here almost two years,' she said.

Two years! I knew I couldn't be without a family for that long.

Carly introduced me to everyone: Isabel, Theo, Scamp.

She said, 'You'll like it in here. We aren't kept in cages and we can stay until we find *forever homes*, even if it takes years.'

I settled in and found a bed next to a **cat tree**. I felt odd; I was used to sleeping by Paige.

The next morning a boy and his mom came in. The boy **petted** me, then walked away. I knew he must be filling out the **adoption** papers. I just imagined hands would pick me up and put me in a **carrier**, but, the boy picked up Isabel.

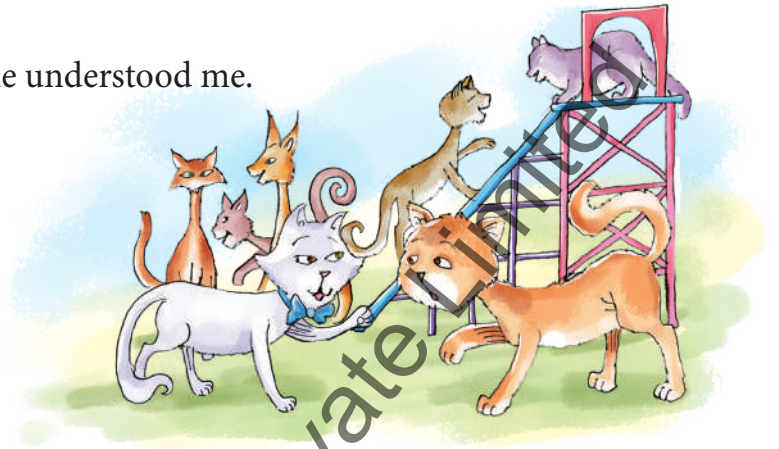
Of course, he would want her. She was beautiful. My colours are in odd patterns.

'Congratulations, Isabel! I'll miss you, but I'm happy for you,' I said.

'Maybe we need to **groom** some more,' I suggested to Carly.

The next morning I groomed until my tongue was as dry as fresh **litter**. A girl and her dad came in. The girl threw a fur mouse and I pounced on it to prove I was a good mouse catcher. They walked away.

I just knew hands would pick me up and put me in a carrier, but the girl picked up Theo. Of course, she would want him. He was talkative.



embarrassed: felt shy or ashamed

cat tree: an artificial structure made of wood and covered with carpet for cats to play, exercise, and relax on

petted: stroked or patted lovingly

adoption: the action of legally taking up another's child or an animal and bringing it up as one's own

carrier: (here) a basket-like case for transporting small pets

groom: to clean the fur or skin by licking

litter: a material used to line a shallow container which is used by cats as an indoor toilet

Fact File



- There is a saying that *a cat has nine lives*. This is because a cat's collarbones are not attached to any other bones but connected to its shoulders only by muscles. This gives cats great flexibility and freedom of movement. They can squeeze into what seem like small openings and don't get hurt even after falling from heights.
- Cats can also drink seawater and survive droughts. This is because their kidneys can filter seawater and remove the salt content from it!



snuggle: to settle into a warm, comfortable position
jangle: to make or cause to make a ringing metallic sound

'Congratulations, Theo! I'll miss you, but I'm happy for you,' I said.

I made more friends, but lost them when they found homes. Carly was always there to play with me, though.

Every time I think of how much I wanted a home and a special human friend, that old allergy comes back to my eye. Then, I remembered what Paige told me – that someone would adopt me, and Paige never, ever lied to me.

We tried to get adopted. We saw lots of people, but no one chose us. One early spring morning, Carly woke me up with 'Happy Anniversary! You've been my friend for a year.'

She meant to be nice, but I wasn't happy. How had I not found a home in a whole year? I decided to sleep all day.

Around lunchtime a human sat down and put me on her lap. I refused to **snuggle**.

I heard a carrier door **jangle**, but I wouldn't look to see which friend was leaving.

'Bye, Shadow! I finally have a home. But I'll really miss you. You're my best friend.'

I couldn't congratulate her. I couldn't say goodbye.

Instead, I did something I'd never done before. I extended my claws and scratched. I scratched the couch, the wallpaper. I scratched everything I could, except a cat or a human. Even when I'm upset, I never hurt anyone.

Someone called my name. I just knew I was in trouble. A pair of hands picked me up and put me in a carrier. At last, I was being adopted.

'He's the cutest, sweetest cat here,' said the girl whose lap I had been on.



‘Our other new cat is cute and sweet too,’ said the boy. ‘I’d say it’s a tie.’

They took me to the car and Carly was already there. We were being adopted together! She winked at me. I winked back. And amazingly, we never got ‘allergies’ again.

SUMMARY

Paige is heartbroken. She is allergic to her beloved cat Shadow and has to drop him off at the cat shelter. When Paige leaves, Shadow is in tears but he thinks it is his allergy to other cats in the shelter. Another cat, Carly, comes and talks to Shadow. She tells him that she had a cold too when she arrived at the shelter. They become friends. They do not find anyone who chooses them for adoption. One year passes by. Shadow grows increasingly sad that he does not have a forever home. He does not wish Carly goodbye when she gets adopted. But luckily, the same family adopts Shadow moments later. He finally has a forever home and his best friend Carly is with him.

COMPREHENSION

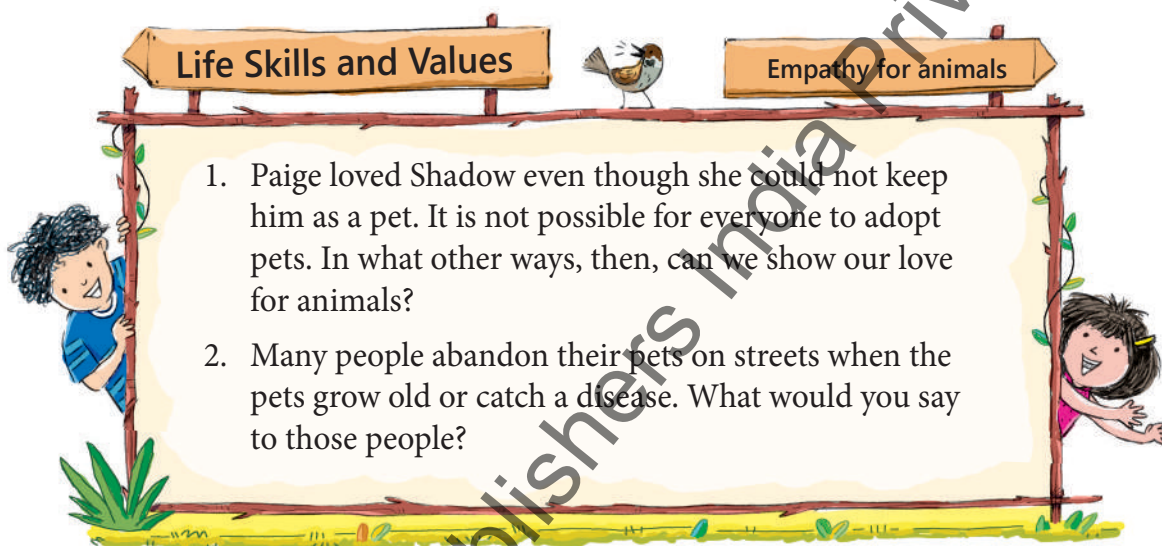


A. Choose the correct option.

- Whose family dropped Shadow off at the shelter?
 - Carly’s family
 - Paige’s family
 - Theo’s family
- Shadow told himself that it was the
 - fever that made Paige’s eyes wet.
 - allergy that made Paige’s eyes wet.
 - strong wind that made Paige’s eyes wet.
- Who was Shadow’s first friend at the shelter?
 - Carly
 - Paige
 - Theo
- Who was adopted first?
 - Isabel
 - Scamp
 - Shadow
- For how long were Shadow and Carly not adopted?
 - For a fortnight
 - For a month
 - For a year

B. Answer the questions.

1. Why did Shadow feel odd after settling in at the cat shelter?
2. Why, according to Shadow, was Theo adopted by the girl?
3. Why was Shadow upset when Carly wished him a happy anniversary?
4. How did Shadow react when Carly was adopted? Why?
5. What happened to Shadow and Carly in the end?
6. What do you think actually caused tears in Paige's eyes when her family dropped off Shadow at the cat shelter?
7. Do you think Shadow is a nice, likeable cat? Give reasons to support your answer.
8. What kind of person did Paige want Shadow to be adopted by? What does that show about Paige?



VOCABULARY

Friendship terms

- Shadow and Carly were *best friends*.
- There are various kinds of friends. For example:
 - **best friend**: a friend who you are closest to
 - **companion**: a person with whom you spend a lot of time
 - **confidant**: a friend whom you trust and share your secrets with
 - **mate**: your friend with whom you have a lot in common interests
 - **acquaintance**: someone you know slightly, but who is not a close friend

A. Fill in each blank with the most appropriate term from the ones defined above.

1. Shadow and Carly remained forever.
2. Carly was Shadow's as she shared all her problems with him.
3. Shadow never knew that he would meet a new at the shelter.

4. Shadow and Theo were
5. I met an after many months.

Idioms

- An idiom is a phrase or group of words whose meaning is different from the meanings of the individual words. Here are some examples of idioms with the word **sight**:
 - **a sorry sight**: when someone is not well-presented and it makes you feel pitiful
 - **at first sight**: when you see something for the first time
 - **catch sight of**: when you see something or someone just for a moment
 - **lose sight of**: when something you do not focus on the more important task or situation at hand
 - **no end in sight**: when you cannot see an end to troubles or work
 - **to set your sights on**: when you decide to focus or aim on achieving something

B. Fill in each blank with a suitable idiom from the ones given above.

1. Though the offer looks attractive, it has too many conditions.
2. As I opened the window, I a dove flying over the mountain.
3. The boatman started his journey and soon land.
4. The poor man's damaged house is
5. To achieve success in life, one should the goal.
6. There is to the water scarcity problem we have been facing since last month.

GRAMMAR



Subject and Predicate

- The **subject** of a sentence is the person or thing the sentence talks about.
Cherime loves mangoes.
Cherime is the subject of the above sentence, as the sentence talks about her.
- The **predicate** is the sentence part that tells us something about the subject. It includes a verb.
Anjali loves mangoes.

What does the above sentence tell us about Anjali? It says that she loves mangoes. So, *loves mangoes* is the predicate in the sentence.

Virat Kohli scored a century in the final match.

In the above sentence, *Virat Kohli* is the subject and the rest of the sentence is the predicate.

A. Choose a suitable subject from the box and complete each sentence.

A doctor Her friend The tennis player My father The big spider The bumble bee

1. gave her a new pen.
2. spun a web above the door.
3. sucked nectar from the flower.
4. was very happy when I helped him.
5. visited our school yesterday for the students' routine check-up.
6. injured her shoulder when she smashed the ball hard across the court.

B. Choose a suitable predicate from the box and complete each sentence.

barked all night is a great chess player landed the aircraft safely
fluttered in the wind caused a lot of heat strokes has a long trunk
knows how to say a few words watered the plants regularly

1. The flag
2. The dogs
3. The pilot
4. The gardener
5. The elephant
6. Magnus Carlsen
7. The parrot
8. The heat wave in central India

Punctuation

- We use certain marks or signs in writing to make our meaning clear. These marks are called **punctuation marks**.
- The **comma (,)**, the **full stop (.)**, the **question mark (?)** and the **exclamation mark (!)** are some common punctuation marks.
- The system of using punctuation marks is called **punctuation**.
- The comma is used to separate items in a list. For example:
I bought apples, grapes, guavas and strawberries.
- The comma is also used after the word that refers to the listener. For example:
Uncle, where are you going?
This is for you, Lina.
- The full stop is used at the end of a sentence that tells us something. For example:
I have a toy car.

Navit lives in Delhi.

- The question mark is used at the end of a sentence that asks a question. For example:
When are you leaving for Shillong?
Are Sangita and Mukul studying?
- The exclamation mark is used at the end of a sentence that expresses a strong or sudden feeling like happiness, pain, fear, surprise, etc. For example:
How beautiful the stars look!
Ouch! I stubbed my toe on the door stopper.
- Each sentence begins with a capital letter. For example:
Tigers hunt at night.

C. The passage has errors in each line. Rewrite it correctly by using punctuation marks and capital letters appropriately.

once a mother goat and her kid lived
in a cave in a jungle? one day an elephant
passed by their cave, The kid was afraid
to see the elephant. it said, 'how big that
animal is

It will eat us alive. What shall we do Should
we get

out and run away.' The mother goat said,
'Relax

elephants don't eat meat. they eat green
leaves

grass sugarcane and fruits.'

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LISTENING AND SPEAKING



Listening

A. Listen to what happens to Shadow and Carly after they are adopted and fill in the blanks.

1. Shadow and Carly were adopted by Jenny and her, Jim.
2. They lived in a near the sea.
3. They went to the every evening and played there.
4. Jenny took care of and Jim took care of
5. Sleeping by, Shadow often remembered

Making a request

- It's important to be polite when you ask people for something or request them to do something for you.
- You can make a request using the following sentence structures.

Can you please ...?

Could you please ...?

Will you please ...?

Would you mind ...?

Could you/Can you/Would you/Will you please open the door for me?

Would you mind opening the door for me?

Things to remember

- *Could* is more polite than *can*.
- Use the word *please* to make your request polite.

Responding to a request

- Here are some of the ways in which you can respond to a request.

Positive Response	Negative Response
<i>Yes, of course.</i>	<i>I'm sorry I can't.</i>
<i>With pleasure.</i>	<i>I'm afraid I can't.</i>
<i>Sure, here you are.</i>	<i>I'm sorry, I need it myself.</i>

B. Work in pairs. Make suitable requests for the given situations. Your partner will respond to the requests appropriately. Perform the activity taking turns.

1. You want to borrow your partner's pencil.
2. You need your partner's notebook to complete your schoolwork.
3. Your partner is going to a stationery store. You need to buy a ruler.
4. You are thirsty. Ask your partner for a glass of water.
5. You need a sheet of paper. You want to borrow it from your partner.
6. The window is shut and it is hot in the room. Request your partner to open the window, since he/she is standing near it.

WRITING



Imagine you are Paige. Write a letter to Shadow's new parents. Mention how you miss Shadow and how happy you are to hear that he has found a home with two loving and caring children.

A large sheet of white paper with horizontal dotted lines for writing. The paper is slightly tilted and has a blue shadow underneath. A red pencil with a blue eraser and a yellow band is positioned at the bottom right corner of the paper. A large, diagonal watermark reading '© HarperCollinsPublishers India Private Limited' is overlaid across the entire page.



4 The Fox's Wedding



OBJECTIVES

In this chapter, we will:

- ◆ read a poem based on a folklore.
- ◆ learn to use cardinal and ordinal numbers.
- ◆ learn to make wind chimes.



WARM-UP

Mindfulness Activity

The importance of gratitude

Work in pairs and discuss with your partner.

1. Form a circle. Take a minute to think about what you are grateful for. It could be a simple hug from your mother, a smile from your friend or a pretty bird that you saw on the way to school. Write this on a piece of paper and share it with the person on your left.
2. Do you remember getting a special gift ever? Draw the gift on the space given below and write what made it special? Show it to the class.



3. When a story or belief is passed through the generations by word of mouth, it becomes a folklore. Discuss any one folklore from your region.

READING

There is a common folklore in the Indian subcontinent, many African countries, Brazil, France and Japan that when the sun shines during the rain, a fox gets married. Let's read this folk poem by Harindranath Chattopadhyay about a fox's wedding and find out who all attend it.

The cloud is dropping
It rain in the sun,
For the Fox's wedding
Has just begun.

From forest and plain
And mountainside,
Guests bring gifts
For the Fox and the bride.

Here comes the first:
A grinning hyena,
Who brings a charming
Bowl from China.

Here comes the second:
A lion bold,
Whose gift is a mirror
Of African gold.

Here comes the third:
A crocodile,
Whose gift is a silver
Cup from the Nile.

Here comes the fourth:
A long-necked camel,
Whose gift is a casket
Of Indian enamel.



grinning: smiling broadly
casket: a small box or chest for keeping jewels, letters, or valued objects
enamel: a glossy substance applied on metallic or hard surfaces as a protective coating



vain: arrogant; extremely proud
zoology: the science of animal life
empty apology: saying sorry without meaning it

Here comes the fifth:
A monkey who writes,
His gift is a book,
The Arabian Nights.

Here comes the sixth:
A she-wolf **vain**,
Who brings for the bride
A scarf from Spain.

Here comes the seventh:
A polar bear,
Whose gift is a beautiful
Russian chair.

Here comes the eighth
To the Fox's marriage:
A horse who has brought him
A five-wheeled carriage.

Here comes the ninth:
A jackal who brings
The bride and the bridegroom
Two diamond rings.

Here comes the tenth:
If you please, uninvited;
The guests at the wedding
Are getting excited.

He comes from somewhere
And teaches **zoology**.
What is his gift?
An **empty apology**.

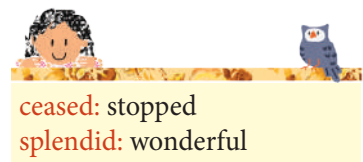
But why has he come
To the Fox's feast?
It is most ill-mannered
To say the least.

The Fox then addressed
The guests who were present:
'Let us be friendly,
Let us be pleasant.

'Let us be civil
And not make a fuss
Since Man, after all,
Is a beast like us.'

The guests of a sudden,
Ceased to complain;
The clouds of a sudden,
Forgot to rain.

The sun came out
Both gay and **splendid**;
The Fox's wedding
Was happily ended.



ceased: stopped
splendid: wonderful

SUMMARY

The poem describes a fox's wedding and all the guests who attended it. The guests include a hyena, a lion, a crocodile, a camel, a monkey, a she-wolf, a polar bear, a horse and a jackal. All the guests bring beautiful gifts. Only the man being comes as an uninvited guest and does not bring a gift. The other guests notice this and begin to complain. However, the fox requests the guests to forgive the man and treat him well. Finally, the rain stops, and the sun comes out. The wedding ends happily.

COMPREHENSION



A. Choose the correct option.

- The guests had gathered to attend
 - the hyena's wedding.
 - the crocodile's wedding.
 - the Fox's wedding.
- It started raining
 - before the wedding ceremony began.
 - just after the wedding ceremony began.
 - after the wedding ceremony was over.
- The lion brought as a gift
 - a bowl made of African gold.
 - a plate made of African gold.
 - a mirror made of African gold.
- The eighth guest was
 - a horse.
 - a monkey.
 - a she-wolf.
- The uninvited guest was
 - a bird.
 - a snake.
 - a man.

B. Answer these questions.

- How many guests attended the Fox's wedding?
- Who was the fifth guest? What did he bring?
- Who was the long-necked guest? What did he bring?
- Can you guess what the Nile is? Which gift was brought from there?
- What did the Fox say to the other guests about the uninvited guest?

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Life Skills and Values

Courtesy

- How would you have behaved with the uninvited guest if you were in place of the Fox?
- Going to a party without an invitation is considered rude and impolite. Have you ever gone to a birthday party without being invited?



Cardinal and ordinal numbers

- Numbers like *one*, *two*, and *three* are called **cardinal numbers**. Cardinal numbers do not show the order or position. They just mention the number of people or things. For example:

*Do you have **two** pens?*

*There are **seven** notebooks on the table.*

- Numbers like *first*, *second*, and *third* are called **ordinal numbers**. Ordinal numbers express the order or position of something in a series. For example:

*The hyena was the **first** to arrive.*

*The **seventh** to arrive was the polar bear.*

- A. Here is the list of the animals that attended the Fox's wedding. However, their order is jumbled. Write the order of their arrival, using ordinal numbers, in the blank.**

1. camel
2. crocodile
3. horse
4. hyena
5. jackal
6. lion
7. polar bear
8. she-wolf

- B. There is a mistake of cardinal and ordinal numbers in each sentence. Correct and rewrite the sentences. Also, say whether the numbers in your new sentences are ordinal or cardinal.**

1. The three chair from the left is broken.
..... (ordinal/cardinal)
2. There are twentieth benches in the classroom.
..... (ordinal/cardinal)
3. Tom was so hungry that he ate fifth sandwiches.
..... (ordinal/cardinal)
4. I won the one position in the painting competition.
..... (ordinal/cardinal)
5. Zeenat was sitting in the two row at the magic show.
..... (ordinal/cardinal)

ACTIVITY



Do you like giving and receiving gifts? Follow the instructions and make a simple wind chime, which you can then gift to a family member or a friend.

Things required

- a stick
- simple strings
- old spoons or metal scraps
- oil pastel paint

Procedure

- Take a stick. You may paint it if you wish.
- Take a few old metal spoons or metal scraps from the nearest junkyard or recycling workshop. Paint them in different colours with oil pastels. You may use the pastel paints that are organically made.
- String the spoons or the scraps on a string. Then, tie four or five such strings to the stick. Your wind chime is complete.
- Hang the wind chime on a tree, on a windowsill, or simply on a pole. Listen to its sound or 'chime' when it moves in the breeze.
- You can make more wind chimes like this with different materials and listen to the different sounds they make.

