

1. The Chocolate Room

ANSWERS

READ AND UNDERSTAND

- A. 1. (a) 2. (c) 3. (d) 4. (b) 5. (b) 6. (a)
- B. 1. Willy Wonka 2. Tickets 3. Grandpa Joe 4. waterfall 5. Oompa-Loompas
- C. 1. Charlie was an 11-year-old poor boy who loved his family very much. He lived with his sick maternal grandparents and parents. He was always trying to make them happy, even if it meant sacrificing his own happiness or comfort.
2. The children were accompanied by their parents. Charlie came with his grandpa, Grandpa Joe.
3. The children saw a beautiful valley with green fields; a big, brown river; the valley had a river with a variety of flowers.
4. When the chocolate flowed down the waterfall, it formed a big, brown river of chocolate.
5. Twelve glass pipes were made of chocolate. Their purpose was to suck up excess chocolate.
6. Grandpa was excited to see the green grass and said if he would have been a cow, he would eat up the whole field.
7. The Oompa-Loompas were tiny creatures who helped Willy Wonka run the chocolate factory. Two unusual things about them:
1. They were very small and had funny, long hair.
 2. They were always cheerful and happy.
- D. 1. (a) Willy Wonka said these words.
(b) The key referred to here is the key to the special room, the Chocolate Room.
2. (a) Charlie is the speaker here.
(b) 'She' refers to Veruca Salt.
(c) 'Him' refers to a little man in the chocolate factory. He is very small with funny, long hair.

THINK AND ANSWER

The purpose of the contest was to find a deserving child to inherit Willy Wonka's chocolate factory. Two good qualities of Charlie are his kindness and honesty.

GRAMMAR SPOTLIGHT

- A. 1. Declarative 2. Exclamatory 3. Interrogative 4. Imperative
5. Declarative 6. Imperative
- B. 1. Charlie was a kind boy.
2. Grandpa Joe loved Charlie.
3. The contest was won by Charlie.
4. She met her friends at the club.
5. The houses have been painted.
6. Rubina is an active and fit football player.

SPELL WELL

- A. 1. TICKET 2. FACTORY 3. CHOCOLATE 4. FLOWERS

WORD POWER

- A. 1. skin^x 2. sheep^x 3. helicopter^x 4. plum^x

LISTEN AND LEARN

- A. 1. The people in ancient Central and South America enjoyed drinking a bitter drink made from cocoa beans.
2. The Aztecs loved the cocoa drink, thinking it to be a gift from God.
3. European explorers brought back cocoa beans from their travels in the 16th century.
4. Sugar and spices were added to the chocolate drink to make it taste better.
5. In 1828, a Dutchman named Coenraad J van Houten found a way to take out cocoa butter from the beans. This made it possible to make solid chocolate bars out of it, which everyone could enjoy.

CONVERSE AND CONNECT

- A. This is to be done under the teacher's guidance.

SPEAK AND EXPRESS

This is to be done under the teacher's guidance.

PRONUNCIATION PRACTICE

This is to be done under the teacher's guidance.

PUNCTUATION

- A. 1. Sakshi cut a cake on her birthday.
2. Ludo, chess and table tennis are indoor games.
3. Rohan, Meetu, Ritu and Ria study in Class 4.

WRITE WELL

Yesterday, I visited a chocolate factory with my family, and it was so exciting! We saw how the cocoa beans were turned into delicious chocolate bars. The big machines mixed the chocolate, and the sweet smell filled the air. A friendly worker gave us small pieces of warm chocolate to taste. I also saw how they wrapped the chocolates in shiny paper. It was amazing to see my favourite chocolate being made. I will always remember this fun and yummy experience!

DICTIONARY SKILLS

- A. 1. Evidence: Facts or information that something is true or helps to prove it.
2. Oral: Related to the mouth; something spoken and not written.
3. Fame: The state of being well known or talked about by many people.
4. Regards: Considers someone as; looks upon someone as.
5. Tribute: Something done or said to show respect or admiration; homage.
6. Renowned: Widely known or famous.
7. Befool: trick; make a fool of.

PROJECT WORK/AIL ACTIVITY

A. The students can do this on their own. The teacher can guide them, if required .

VALUES AND LIFE SKILLS

A. Option 4 seems to be the best option.

WORKSHEETS

WORKSHEET 1

- A. 1. A study was carried out in Germany to find out the health benefits of eating chocolate.
2. The chocolate-eating habits of around 20,000 people were studied.
3. The natural compound found in chocolates is flavonol.
4. It reduced the risk of a heart attack.
5. Milk chocolate has no flavonol.
- B. 1. study 2. reduced 3. ate 4. good 5. amounts
- C. 1. Compound: A compound is made of many parts.
2. Risk: There is a risk if you climb too high.
3. Healthiest: Eating fruits and vegetables is the healthiest choice.
4. Diet: A good diet includes healthy food.
5. Intake: You should watch you food intake for better health.

WORKSHEET 2

- A. 1. The boy in the blue shirt is very naughty.
2. You need to go to a doctor for the cut on your knee.
3. The swans flew with the tortoise on a stick.
4. Lata, who sits in the first row will have an extra pencil.
5. People were waiting at the bus stop.
6. Vivek and Gaurav were in the room when we came.
- B. 1. Exclamatory 2. Declarative 3. Imperative 4. Interrogative
5. Declarative 6. Imperative 7. Exclamatory 8. Interrogative

WORKSHEET 3

- A. 1. Bed and breakfast 2. High and dry 3. Good and bad 4. Come and go
5. Top and bottom 6. Give and take 7. Lost and found 8. Bread and butter
- B. 1. water 2. short 3. meet 4. cows 5. child
- C. 1. (b) 2. (c) 3. (e) 4. (a) 5. (d)

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (a) 3. (d)
B. 1. brooks 2. brings 3. charm 4. moan 5. latest 6. done
C. The students can do this on their own.
D. 1. She understands the way the child behaves and does things.
2. It inspires the individual to do his/her best.
3. The dearest mother is one whom we call our own.

WORD POWER

- A. 1. LOVING 2. CARING 3. GENTLE 4. HELPFUL

APPRECIATING THE POEM

- A. A rhyme scheme is a special pattern that shows which lines in a poem rhyme with each other.
For example, Twinkle twinkle little star,
 how I wonder what you are!
In the above lines, the words ‘star’ and ‘are’ sound the same, so they are rhyming words.
- B. The rhyme scheme of the poem ‘Mother’ is AA BB ...

DICTIONARY SKILLS

- A. 1. Overlook: (a) To fail to notice or consider something. (b) To look at from a higher position or place.
2. Fault: (a) A mistake or flaw. (b) A crack or break in the Earth's surface.
3. Inspire: (a) To make someone feel enthusiastic or motivated to do something. (b) To give someone the idea or encouragement to create or do something.
4. Treasure: (a) A collection of valuable things, such as gold, jewels, or money. (b) Anything considered very valuable or precious.

PUNCTUATION

I love my mother very much. She is always there for me when I need her. She helps me with my homework and cooks tasty meals for the family. Her hugs make me feel warm, safe and loved. She tells me stories before bedtime and kisses me good night. I am grateful to have someone who loves and cares for me so much.

PROJECT WORK/AIL ACTIVITY

- A. To be done by the students on their own.

2. Seattle Special Olympics

ANSWERS

GET SET!

A. Discuss questions with students in the class and ask them to do it on their own. Sample answers of the questions can be as follows:

1. Children are participating in a race.
2. The racers are feeling competitive and want to win the race.
3. Taking part in a race in a fair manner and ensuring everyone has a fair chance of winning are some important things in a race.

READ AND UNDERSTAND

A. 1. (b) 2. (c) 3. (d) 4. (b) 5. (c)

B. 1. True 2. False 3. True 4. False 5. True

- C. 1. The contestants were a group of excited children, simply happy to be taking part in the race. They chatted and shook hands with each other like old friends. They all had prepared very diligently for the big event.
2. At the beginning of the race, the contestants had only one goal – to win the race. However, this changed when they saw Himanshu tumble to the ground. They all gathered around and decided to help him.
3. Sofia Rossi wanted to keep running but when she saw a fellow contestant on the ground, she turned around and ran back to help him. Her decision affected the users as they all stopped running and gathered around Himanshu, inquiring about him.
4. Damini suggested that they all go to the finishing line together. So, all the racers joined hands, forming a line, and walked towards the finish line.
5. All the contestants were awarded a gold medal in the race for showing empathy and kindness towards their fellow contestant. They showed that being kind was more important than winning.
6. We learn the lesson of kindness. Being kind and caring for a person in need is the biggest virtue we must cultivate in our daily lives.
- D. 1. (a) Steve said these words to Himanshu after looking at his injured leg.
(b) The speaker was prompted to ask this question after noticing that Himanshu had got hurt seriously and his knee was bleeding. He wondered if he would be able to get up.
2. (a) Damini was the speaker of these words.
(b) The speaker said this because she wanted all other fellow contestants to show support for the injured Himanshu by walking to the finish line together.

THINK AND ANSWER

- A. Yes, I think it was the right decision. Even though they trained for a long time, helping a friend in need was more important than winning. By walking together to the finish line, they showed kindness and teamwork. This made everyone happy, and all of them became winners in a special way.
- B. I would have stopped to help Himanshu. It feels good to support a friend when he\she is hurt. Winning is not as important as helping someone and showing kindness. Helping Himanshu would make me proud because it shows care and friendship.

GRAMMAR SPOTLIGHT

- A. 1. crowd 2. swarm 3. fleet 4. pile 5. team 6. shoal
- B. 1. Childhood (Abstract Noun) 2. Excitement (Abstract Noun)
3. bravery (Abstract Noun) 4. nylon (Material Noun)
5. joy (Abstract Noun) 6. knowledge (Abstract Noun)
- C. 1. mother – feminine noun; Grandpa – masculine noun
2. king – masculine noun; queen – feminine noun
3. Father – masculine noun; nephew – masculine noun; niece – feminine noun
- D. **Common gender:** parent, patient, doctor, friend
Neuter gender: sun, laptop, steel, map, desk
- E. 1. churches 2. boxes 3. classes 4. shelves 5. ponies 6. toys

SPELL WELL

- A. 1. contestants 2. spectators 3. sportsmanship 4. stadium 5. empathy
6. winning

WORD POWER

- A. 1. TRACK 2. FINISH 3. RACE 4. WINNER 5. MEDAL

LISTEN AND LEARN

1. The Olympics are the biggest sports event in the world where athletes from many countries compete in different games.
2. The Olympics began nearly 3,000 years ago in ancient Greece.
3. The two types of Olympics are the Summer Olympics and the Winter Olympics.
4. The Summer Olympics take place every four years.
5. The five coloured rings represent the unity of different nations.
6. Good sportsmanship is important because it means being fair, following rules, respecting opponents and being a good teammate, whether you win or lose.
7. Athletes receive medals: gold for first place, silver for second and bronze for third.

CONVERSE AND CONNECT

- A. To be done under the teacher's guidance.

SPEAK AND EXPRESS

- A. To be done under the teacher's guidance.

WRITE WELL

17 August 20XX

5 p.m.

Dear Diary,

Today, I played a game of cricket with my friend. We were on different teams, and my team won. My friend was sad because his team lost. I told him it was just a game and that he played very

well. I reminded him of the great catch he took. We shared a laugh and planned to play again tomorrow. I'm glad he felt better!

Good night!

Aman

DICTIONARY SKILLS

- A. 1. endurance – the ability to withstand hardship
2. agility – the state of being able to move with grace
3. strategy – a careful plan or method to do something
4. tournament – a competition or contest
5. referee – a sports official having the final authority in administering a game

PROJECT WORK/AIL ACTIVITY

- A. This is to be done by the students on their own. The teacher can guide them.

VALUES AND LIFE SKILLS

- A. Option 3 is the best option. [Being honest is very important, even during a big game.]

WORKSHEETS

WORKSHEET 1

- A. 1. (b) 2. (d) 3. (b) 4. (a) 5. (b)
B. 1. Janet wakes up every morning at 4:30 a.m.
2. Before checking her e-mail, Janet spends the first 30 minutes reading and then 15 minutes meditating.
3. Janet leaves the house on a weekday for her training at 8:20 a.m.
4. After her nap in the afternoon, Janet likes to go for a walk around the lake and look at nature. She sometimes reads or meditates at the lake in the afternoon.
C. 1. shower 2. prepares 3. healthy 4. sure

WORKSHEET 2

- A. 1. swarm 2. pack 3. band 4. herd 5. army 6. library 7. bunch 8. bundle
B. 1. honesty 2. surprise 3. despair 4. brilliance 5. joy
C. **Abstract Nouns:** Bravery, Happiness, Love, Honesty
Material Nouns: Cotton, Water, Wood, Gold

WORKSHEET 3

- A. 1. M 2. N 3. C 4. F 5. M 6. C 7. M 8. F
B. Common gender: cousins, teacher, friend, child student
Neuter gender: pan, dress, map, rod, table
5. map (neuter) 6. friend (common gender) 7. child (common gender) 8. rod (neuter)
9. table (neuter) 10. student (common gender)
C. 1. Buses 2. Foxes 3. Mangoes 4. Babies 5. Bunches 6. Stories 7. Lives 8. Rays 9. Shelves
10. Ponies

3. A Unique Party

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (a) 4. (d) 5. (d)
- B. 1. False 2. True 3. False 4. False
- C. 1. Soni invited her favourite characters from the fairy tales for the New Year party. She did this because she wanted to do something different in the party.
2. Soni wrote out invitation cards and with a rose and some fragrance on each, she hung them out in the garden on a string.
3. The birds, butterflies and bees conveyed the invitations to the guests.
4. Pinocchio brought a wooden toy for Soni and Rapunzel got a lovely comb for her.
5. Soni's mother had prepared sandwiches, cookies, *pakoras* and rice pudding for the guests.
6. Yes, they did. Humpty Dumpty got a bouquet of flowers, a cake and candies for Soni. Miss Muffet, on the other hand, brought curd and whey for her.
7. Snow White and the Seven Dwarfs brought a basket of juicy apples and a cap with a pom-pom for her.
8. According to Pinocchio, children are not aware of fairy tale characters these days because they are busy with computers, laptops and mobile phones. They barely have time to get familiar with these characters from the fairy tales.
- D. 1. (a) Father is the speaker.
- (b) The speaker is surprised because Soni wanted to invite fairy tale characters from storybooks to her New Year party.
- (c) 'That' refers to the idea of inviting storybook characters to the party.
2. (a) Cinderella spoke these words to everyone present at the party. Yes, I agree with the speaker.
- (b) 'Them' are the children these days.

THINK AND ANSWER

- A. Yes. To a large extent, what Pinocchio said is true. We children should read more books and listen to more stories, to become familiar with their characters. In addition, we should play indoor and outdoor games and take up creative activities instead of simply absorbing information from the Internet, playing video games or watching TV.

GRAMMAR SPOTLIGHT

- A. 1. baby 2. lovely 3. tall 4. pink 5. big 6. return
- B. 1. That (Demonstrative Adjective) 2. three (Adjective of Number)
3. last (Adjective of Number) 4. huge (Adjective of Quantity)
5. Our (Possessive Adjective) 6. Those (Demonstrative Adjective)
- C. **Comparative**
- | | |
|-------------------|--------------------|
| 1. more beautiful | Superlative |
| 2. longer | most beautiful |
| 3. easier | longest |
| 4. younger | easiest |
| | youngest |

SPELL WELL

- A. 1. INVITED 2. FAVOURITE 3. WELCOME 4. SURPRISE 5. CHARACTERS

WORD POWER

- A. 1. (f) 2. (a) 3. (h) 4. (c) 5. (b) 6. (d) 7. (e) 8. (g)

LISTEN AND LEARN

- A. Fill in the blanks in the following order:

New Year, guests, two, fifteen, Five, eight, ten, three

CONVERSE AND CONNECT

A and B: These can be done under the teacher's guidance.

SPEAK AND EXPRESS

- A. This can be done under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. This can be done under the teacher's guidance.

PUNCTUATION

- A. 1. Where do you live?
2. My sister is studying Mathematics, Economics and Geography.
3. What a goal!
4. The children went to the zoo on Sunday.
5. When will the movie begin?

WRITE WELL

- A. Address and date [To be filled by the student]

Dear Grandmother,

Hope you are fine and enjoying good health. We all are fine at this end. I recently attended the New Year party at my friend's house. You had met her during your last visit. She had invited characters from fairy tales and nursery rhymes. I was glad to see them. They brought many gifts for her. Some of the gifts she got were dolls, dresses, games, flowers and a watch. We all had fun and enjoyed a lot. Her father said that most children do not read storybooks nowadays. I think he was right. We should read more. We all felt very happy.

Do write soon. I hope Kitty, the pet cat, is fine.

Yours lovingly,

_____ (Your name)

DICTIONARY SKILLS

1. Exist: To be alive or to be real.
2. Celebration: A joyful event or party to mark something special.
3. Unique: One of a kind; different from everything else.
4. Invite: To ask someone to come to a place or event.

PROJECT WORK/AIL ACTIVITY

To be done by the students under the guidance of the teacher.

VALUES AND LIFE SKILLS

- A. 1. This story teaches us the importance of imagination and creativity. It also shows how books, especially storybooks and fairy tales, can bring joy, build connections and spark unique ideas for celebrations.
2. Reading storybooks improves our imagination and helps us learn about different characters and their adventures. It also makes reading fun and helps us develop good habits like creativity and thinking skills.
- B. 1. Give him/her interesting storybooks with colourful pictures.
2. Read storybooks together and make it fun by acting out parts.
3. Limit the time for playing video games.
4. Tell him/her exciting stories to spark interest in books.
5. Show how reading improves imagination and makes us smarter.
6. Encourage outdoor play or other hobbies to reduce screen time.

WORKSHEETS

WORKSHEET 1

- A. 1. Swaminathan was walking through the forest.
2. He was feeling frightened while walking in the forest.
3. He wanted to reach the Trunk Road so that he could find his way home from there.
4. The Trunk Road was reassuring because of its spaciousness. It was open and was not darkened by the trees.
5. The ground in the forest was covered with leaves.
- B. 1. Startled: Surprised and slightly frightened
2. Fluttering: Moving quickly and lightly, like the wings of a bird or a butterfly
3. Cavern: A large cave
4. Brooding: Thinking deeply about something, often in a worried or sad way

WORKSHEET 2

- A. 1. special [Quality]; Most Helpful [Quality]
2. six [Number]; some [Quantity]; cream [Quality]
3. blue [Quality]
4. That [Demonstrative]
5. my [Possessive]
- B. 1. more intelligent; most intelligent 2. lovelier; loveliest
3. more serious; most serious 4. cooler; coolest 5. kinder; kindest

WORKSHEET 3

- A. 1. silly 2. cute 3. sharp 4. delicious 5. careless 6. foolish 7. cheap
- B. 1. older 2. faster 3. better 4. hotter 5. bigger

ANSWERS

READ AND UNDERSTAND

- A. 1. (a) 2. (b) 3. (d) 4. (c)
- B. 1. beaten 2. will 3. yourself 4. wins; can
- C. 1. When you think you can't win, you are likely to lose a competition.
2. Success begins when we think positively and are full of optimism.
3. The word 'battles' in the line refers to the challenges we face in our life every day.
4. For success, one needs to be full of self-belief and positive thinking. Only then is one able to overcome any obstacles in life.
5. The message of the poem is to believe in yourself. One should be determined and confident enough to achieve one's goal.

APPRECIATING THE POEM

- A. An example of repetition in 'The Victor' is the line: 'You can, you can, if you think you can.' The repetition of 'you can' encourages readers to believe in themselves. It makes the message stronger and reminds us that positive thinking and confidence are important for success.

WORD POWER

- A. 1. buzzed 2. thud 3. crashed 4. snapped 5. dripped 6. honked 7. rustled 8. jingled
9. gurgled 10. knocked

PROJECT WORK/AIL ACTIVITY

A and B. To be done by the students on their own. The teacher can help, if required.

4. Goa – A Tourist’s Paradise

ANSWERS

GET SET!

- A. 1. Taj Mahal, Agra 2. Victoria Memorial, Kolkata 3. Hawa Mahal, Jaipur
4. Red fort, Delhi
- B. This can be done by the students on their own.

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (d) 4. (c) 5. (b)
- B. 1. False 2. False 3. True 4. False 5. True
- C. 1. The beaches, sea, water sports, cuisine and places to visit make Goa a perfect holiday spot.
2. Fish curry, arroz doce and sana.
3. The four main languages spoken by the people of Goa are Konkani, Marathi, Hindi and Portuguese.
4. The family bought keychains and decoration pieces made of seashells before they returned to the hotel.
5. Swimming, surfing, water skiing, scuba diving.
- D. 1. (a) Manohar said these words to his children, Sharat and Anandi.
(b) ‘They’ refers to the fishermen in the boats.
(c) They sell crabs, prawns, lobsters and various kinds of fish.
2. (a) Manohar said these words to his children, Sharat and Anandi.
(b) ‘It’ refers to the Basilica of Bom Jesus in old Goa.
(c) St Francis Xavier was the patron saint of Goa.

THINK AND ANSWER

- A. Yes, every part of India is rich in culture and traditions. I like the beautiful beaches of Goa the most.
[Children can answer this question in many varying ways]

GRAMMAR SPOTLIGHT

- A. 1. They 2. I; I 3. he; it 4. me; you 5. You; you 6. he; him 7. them; she/he 8. them
- B. 1. ours 2. theirs 3. hers 4. yours
- C. They; him; us; you; yourselves; them; they; It

SPELL WELL

- A. 1. castle 2. beaches 3. popular 4. literacy

WORD POWER

- A. 1. WATCHED 2. TRIP 3. CURIOUSLY 4. RENOWNED 5. AMAZED
6. ABSOLUTELY 7. BOUGHT 8. HAPPY

LISTEN AND LEARN

- A.
1. Kovalam Beach is in Kerala.
 2. It means 'a grove of coconut trees.'
 3. Kovalam Beach is also known as the Paradise of the South.
 4. Lighthouse beach, Hawah beach, Samudra beach [any one]
 5. Swimming, sunbathing, cultural programmes, catamaran cruising, ayurvedic treatment, yoga [any two]

CONVERSE AND CONNECT

A and B. These can be done under the teacher's guidance.

SPEAK AND EXPRESS

- A. This can be done under the teacher's guidance.

PRONUNCIATION PRACTICE

A: This can be done under the teacher's guidance.

WRITE WELL

- A. This can be done by students on their own. The teacher can guide them.

DICTIONARY SKILLS

- A.
1. Paradise: Heaven, the place where some people believe you go when you die if you have lived a good life; a perfect place or situation.
 2. Illiterate: Unable to read or write; a person who is unable to read or write.
 3. Refresh: Give new strength or energy
 4. Culture: The general customs and beliefs of a particular group of people at a particular time.

PROJECT WORK/AIL ACTIVITY

- A. This can be done by the students on their own.

VALUES AND LIFE SKILLS

- A. Discuss the places where the students have travelled and what they learned from those places.
B. This can be done by the students on their own and shared in the class along with the project work.

WORKSHEETS

WORKSHEET 1

- A.
1. All the friends decided to go to Shimla on a trip.
 2. They took the bus from Delhi to Shimla.
 3. They visited Jakhu Temple, Green Valley and Kufri on their visit to Shimla.
 4. Kufri is a small hill station situated a few kilometres away from Shimla.
 5. They shopped for Kullu shawls and the Himahali topi.
- B.
1. Trip: A journey from one place to another, usually for a short time.
 2. Traditional: Something that follows ways of doing things that have been passed down from earlier times.

3. Delicacies: Special or delicious food that is often rare or expensive.

4. Cherish: To care for or love something deeply; to value something highly.

C. 1. Night 2. Global 3. Dislike 4. Small

WORKSHEET 2

A. 1. I, We 2. They 3. He, I 4. you, It 5. her 6. I, him

B. 1. She 2. me 3. We 4. you 5. They

C. 1. mine 2. his 3. yours 4. ours 5. theirs, hers

D. 1. his 2. ours 3. yours 4. hers

WORKSHEET 3

A. 1. seashells 2. sea 3. toothbrush 4. curious 5. languages

B. 1. Tourists 2. Literacy rate 3. Renowned 4. Decorate 5. Fishermen

Exercises C and D. Any reasonable answers are acceptable.

5. The Stone Soup

ANSWERS

GET SET!

- A. Students must do this question on their own according to their own choices and preferences.
[Note – Some children may like mixed vegetable soup; some other tomato or mushroom soup.
So, they should write accordingly.]

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (b) 4. (a) 5. (b)
- B. 1. spare 2. stone 3. square 4. carrots 5. scarcity
- C. 1. The soldier asked for a simple, smooth stone to make soup.
2. The villagers were curious because they had never heard of making soup with a stone.
3. The soldier cleverly suggested small ingredients, like salt, pepper, carrots and onions, saying they would improve the soup. This made the villagers eager to contribute and taste the magical soup.
4. The soup tasted good because the villagers added many vegetables and seasonings, making it hearty and flavourful.
5. At first, the villagers were selfish and refused to share. By the end, they became more generous and realised the value of sharing and cooperation.
6. The villagers wanted to see how a soup made from a stone could taste good, so they added ingredients to improve it.
- D. 1. (a) The soldier said these words to the villagers.
(b) A stone was used to make the soup to make the villagers curious. The soldier used it to get them to share ingredients and show them the value of cooperation.
2. (a) 'They' refers to the soldier and the villagers.
(b) The 'magic' was how cooperation and sharing turned a pot of water with a stone into a delicious and hearty soup.

THINK AND ANSWER

- A. 1. The soldier used a stone to spark the villagers' curiosity and encourage them to contribute willingly without feeling forced.
2. Yes, I would be more likely to share because the story taught me that sharing and working together can help everyone and create something wonderful.

GRAMMAR SPOTLIGHT

- A. 1. learns 2. is 3. like 4. control 5. are 6. was 7. am 8. has 9. are 10. have
B. 1. looked (IN) 2. are flying (IN) 3. were grazing (IN) 4. made (T) 5. filled (T) 6. liked (T)
7. is flying (IN) 8. play (IN) 9. is dancing (IN) 10. gave (T) 11. danced (IN) 12. give (T)

SPELL WELL

- A. 1. scarcity 2. stirred 3. famine 4. cooperation 5. delicius
6. amazement 7. soldier 8. community

WORD POWER

- A. 1. FINDING 2. RECEIVING 3. ADMIRING 4. SALUTING 5. MARCHING 6. SKETCHING
7. PURCHASING 8. SELLING 9. DESCENDING

LISTEN AND LEARN

- A.
1. The main ingredients are milk, sugar and vanilla extract.
 2. Leaving space at the top allows the bag to be sealed properly and provides room for the ice and salt to move around while shaking.
 3. Adding salt lowers the temperature of the ice, helping to freeze the ice cream mixture quickly.
 4. If your hands get cold, wrap the bag in a towel or wear gloves.
 5. Check the ice cream to see if it's creamy. If it is, it's ready to eat. If it's still liquid, shake the bags for a few more minutes.

CONVERSE AND CONNECT

- A. This can be done under the teacher's guidance.

SPEAK AND EXPRESS

- A. This can be done under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. This can be done under the teacher's guidance.

PUNCTUATION

- A.
1. Rohan's father works in a museum.
 2. It was my friend Ria's birthday yesterday.
 3. He's not going for a picnic.
 4. There's no discipline in that school.

WRITE WELL

- A. 32, East Punjabi Colony

Amar Singh Road,

Jalandhar – 144002

24 August 20XX

Dear Anil,

I hope this letter finds you well. I want to tell you about something amazing that happened in our village recently.

A soldier came to our village during a time when we barely had any food. At first, none of us wanted to share what little we had. But then, the soldier said he would make stone soup! We were all so curious. He put a stone in a pot of water and started cooking.

As he cooked, he kept saying how much better the soup would taste with a little salt, some carrots or a few onions. Slowly, we all brought small things to add—vegetables, spices and more. Before we knew it, the pot was full of delicious soup!

We all sat together and enjoyed the meal. It was so tasty, but the best part was the lesson we learnt: sharing and working together can solve big problems.

Take care and visit us soon. I'll tell you more about the magical soup!

Your friend,

Ravi

DICTIONARY SKILLS

- A.
1. Hoarded: Collected and kept a large amount of something, often secretly or for future use.
 2. Undeterred: Not discouraged or stopped by difficulty, failure or opposition.
 3. Intrigued: Very interested or curious about something.
 4. Brimming: Full to the top or overflowing.

5. Abundance: A large amount or more than enough of something.
Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- A. This is to be done by the students on their own. The teacher can guide them, if required.

VALUES AND LIFE SKILLS

- A. Option 2 seems to be the best option. By listening to everyone's ideas and finding a middle ground, we can work as a team and make sure everyone's happy with their role. This will make the play better and more enjoyable for everyone.

WORKSHEETS

WORKSHEET 1

- A. 1. (c) 2. (b) 3. (b) 4. (b) 5. (b)
- B. 1. Vitamin C is important for our body because it helps in healing cuts and wounds and keeps our skin healthy.
2. Antioxidants in fruits and vegetable protect our cells and prevent diseases by fighting off harmful substances called free radicals.
3. Broccoli is a good source of calcium.
4. Flavonoids in some fruits and vegetables benefit our brain by improving memory and keeping our brain healthy.
- C. 1. delicious 2. prevent 3. crucial 4. shield

WORKSHEET 2

- A. 1. barks 2. play 3. likes 4. fly 5. runs 6. are 7. drinks 8. love 9. shines 10. go
- B. 1. is sleeping [IN] 2. saw [T] 3. find [T] 4. has [T] 5. took [T] 6. ask [T]
7. was [T] 8. climbed [T] 9. has left [T] 10. flew [IN]

WORKSHEET 3

- | A. Animal/Bird | Male | Female | Young |
|-----------------------|-------------|---------------|--------------|
| 1. Goat | Billy goat | Nanny goat | Kid |
| 2. Pig | Boar/Hog | Sow | Piglet |
| 3. Sheep | Ram | Ewe | Lamb |
| 4. Swan | Cob | Pen | Cygnets |
| 5. Horse | Stallion | Mare | Foal |
| 6. Fowl | Cock | Hen | Chick |
| 7. Goose | Gander | Goose | Gosling |
| 8. Cattle | Bull | Cow | Calf |
- B. 1. herd 2. litter 3. pride 4. shoal/school 5. team 6. bouquet 7. crowd
8. hoard/stack/pile 9. fleet 10. army/troop
- C. One day, at school, I was carrying my lunchbox to the classroom. I was so excited to eat that I didn't notice my shoelace was untied. As I walked, I tripped over it and fell right into a pile of books! Everyone laughed, and I couldn't help but laugh too. To make it even funnier, my lunchbox flew up into the air and landed perfectly on my desk. It was a silly moment, but it made everyone's day!.

Where Go the Boats?

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (d) 3. (d) 4. (c)
- B. 1. along for ever; trees 2. castles 3. mill 4. hundred miles
- C. 1. In the first stanza, the poet is describing the riverbank where he has gone to play with his paper boats.
2. The poet saw green leaves floating on the river water.
3. The river flows past a mill and down through a valley.
4. The poet is referring to paper boats.
- D. 1. River 2. Waterfall 3. Pond 4. Sea

APPRECIATING THE POEM

- A. The poet uses imagery in the poem by describing the paper boats sailing on the river. He talks about how the boats 'drift' and 'go', helping readers picture the boats moving smoothly along the water. The poet also describes the 'shining' river, making it easier to imagine the boats floating peacefully.

WORD POWER

- A. 1. (b) 2. (h) 3. (d) 4. (c) 5. (g) 6. (a) 7. (f) 8. (e)

PROJECT WORK/ART ACTIVITY

- A. The students can do this on their own. The teacher can guide them, if required.

6. Birbal and the Barber

ANSWERS

GET SET!

1. In the Southern Hemisphere, the seasons are reversed. Hence, Christmas falls in summer, not winter.
2. The third one is Ria herself.

READ AND UNDERSTAND

- A. 1. (b) 2. (d) 3. (a) 4. (a)
- B. 1. True 2. True 3. True 4. True 5. True
- C. 1. Birbal's two conditions were that he should be buried alive and that his grave should be close to his house.
2. Birbal saved himself with his wit and his intelligence. He dug a ditch close to his house and a secret tunnel from the ditch to his house. When he was buried alive, he escaped through the tunnel and hid for six months.
3. The Emperor's father gave Birbal special permission to return to earth.
4. The message sent through Birbal by the Emperor's father was there were few barbers in heaven. Therefore, he wanted the Emperor's own barber to be sent to heaven.
5. The Emperor's barber was chosen due to Birbal's trick when he said that the Emperor's father had asked for this particular barber.
- D. 1. (a) Emperor Akbar said these words to Birbal.
(b) Birbal brought the message.
(c) The father was in heaven.
2. (a) Birbal said these words to the Emperor.
(b) The speaker agrees to go to heaven to teach the barber a lesson.
(c) The two conditions the speaker refers to are that he wished to be buried alive and close to his house.

THINK AND ANSWER

- A. 1. Yes. Using wit and intellect, one can overcome a tough situation. I too would wish to do what Birbal did.
2. We come to know of Birbal's intelligence, wisdom, humour and presence of mind from this story.

GRAMMAR SPOTLIGHT

- A. 1. changes 2. washes 3. eats 4. sleeps 5. plays 6. drinks 7. studies
- B. 1. is planning 2. is reading 3. are eating 4. am waiting 5. are going

SPELL WELL

- A. 1. ditch 2. humour 3. intellect 4. sacrifice 5. absolutely 6. permission

WORD POWER

- B. 1. break into 2. break down 3. break away 4. broke off 5. break out

LISTEN AND LEARN

- A.
1. The nine advisors of Emperor Akbar were called navaratnas.
 2. Birbal was born in the Sidhi district of Madhya Pradesh.
 3. Tenali Rama mastered Sanskrit and Telugu.
 4. Tenali Rama was a poet in the court of Raja Krishnadeva Raya.
 5. Eight brilliant Telugu poets were the Ashtadiggajas.
 6. Gopal Bhar's humour and social messages made his stories so special that they are retold in Bengal even today.
 7. Gopal Bhar was known for his wisdom by which he outwitted other courtiers.

CONVERSE AND CONNECT

- A. This can be done under the teacher's guidance.

SPEAK AND EXPRESS

This can be done under the teacher's guidance.

PRONUNCIATION PRACTICE

This can be done under the teacher's guidance.

PUNCTUATION

Have you seen the Red Fort in Delhi? This beautiful fort was built by the Mughal emperor Shah Jahan. It served as the main palace of the Mughal emperors. It is known for its huge red sandstone walls and beautiful design. Every year, on Independence day, the Prime Minister of India hoists the national flag at the fort.

WRITE WELL

- A. Any reasonable answer is acceptable. Following are some clues: Barber jealous of Birbal – cunning and sly – told Emperor Akbar the story about his father wanting a humorous person in heaven – wanted to get rid of Birbal – Birbal outwitted him – Barber ended up looking, foolish
- B. Fill in the blanks in the following order: meet us; emperor; to be happy and at peace; No, I consult my advisors; They are called the navaratnas and include Abul Fazal, Raja Todar Mal, Raja Man Singh and Birbal; His name is; upon him; wise and dependable; right advice; to you; your valuable time for us.

DICTIONARY SKILLS

1. Fort: A strong building or area used for protection or defence.
 2. Palace: A large, beautiful building where a king, queen or other important person lives.
 3. Message: A piece of information or communication sent from one person to another.
 4. Jealous: Feeling upset or unhappy because someone has something you want or because someone is getting attention.
- Any reasonable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

A and B. These can be done by students in the class under the guidance of the teacher.

VALUES AND LIFE SKILLS

- A. For reading and discussion in the class.
- B. For reading and discussion with your partner in the class.

WORKSHEETS

WORKSHEET 1

- A. 1. Tenali Rama was worried because he had not been able to water his fields for a week.
2. He told his wife loudly to lock the valuables in the trunk because he wanted the thieves outside to hear it clearly.
3. His wife actually put a heavy grinding stone into the trunk.
4. The thieves drained the well so that they could take the trunk out easily.
5. Tenali Rama thanked the thieves because, without realising it, they had watered the fields for him.
- B. 1. figures 2. drawing 3. overheard 4. heave 5. startled
- C. 1. His fields had all been watered.
2. They spent the whole night drawing water for the fields.
3. Tenali Rama whispered the plan to his wife.
4. He dragged the trunk to the well.
5. They ran for their lives.

WORKSHEET 2

- A. 1. is 2. flows 3. is sailing 4. are 5. keeps 6. is climbing 7. are flying
8. switch
- B. 1. Is looking [PP] 2. drink [SP] 3. is teaching [PP] 4. flow [SP] 5. are flying [PP]
6. asks [SP] 7. are going [PP] 8. takes [SP]

WORKSHEET 3

- A. 1. Black 2. Light 3. High 4. Big 5. Unpleasant
- B. Any reasonable sentences are acceptable.
- C. 1. across the field 2. had cooked 3. the frog jump 4. off the table
5. singing in the trees.

ANSWERS

READ AND UNDERSTAND

A. 1. (b) 2. (c) 3. (b) 4. (a) 5. (a)

- A. 1. Mr Nobody is a fictional person, as quiet as a mouse, who resides in everyone's house.
 2. Nobody can see his face. He exists only in people's imagination.
 3. He is described as a funny little man because he mischievously causes all sorts of mischief in the house.
 4. Mr Nobody is not a real person. He represents anyone in the house who creates trouble but blames someone else. The character of Mr Nobody is personified humorously. For example, 'The finger marks upon the door' are made by Mr Nobody.
 5. The three things that Mr Nobody does in the poem, which cause trouble, are: He pulls the buttons off shirts and scatters pins. He breaks plates in the kitchen, creating a mess. His feet bring mud into the house, soiling the carpets.
 6. Mr Nobody's behaviour is quite mischievous. He is always up to some prank, and his annoying acts disrupt the order of the house, making it hard to manage. For example, the poet says: 'The ink we never spill; the boots lying around you see' – all this is caused by Mr Nobody.
 7. Mr Nobody is a humorous character who doesn't say anything special but is always causing trouble. He breaks, shakes and spoils everything in the house.
 8. The central theme of the poem revolves around the everyday mistakes and mischievous acts that happen in every household. It highlights how people often avoid taking responsibility for their actions, blaming an imaginary Mr Nobody instead. The poet aims to teach us to be honest, responsible and careful in our behaviour.

APPRECIATING THE POEM

- A. Example of a simile in the poem – as quiet as a mouse.

WORD POWER

1. advisable 2. capable 3. responsible 4. possible 5. comfortable 6. invisible
 7. terrible 8. incredible 9. suitable 10. readable 11. divisible
 12. understandable

PROJECT WORK/AIL ACTIVITY

- A. This activity can be done by the students under the teacher's guidance.

7. Brave Rani Lakshmibai

ANSWERS

GET SET!

1. National Bravery Awards.
2. The Prime Minister of India gives these awards.
3. Children are chosen for their acts of bravery from all over India by committees in the States and at the Centre.

READ AND UNDERSTAND

- A. 1. (d) 2. (d) 3. (a) 4. (c) 5. (d)
- B. 1. Principal 2. Mala's 3. Tanya Tope 4. annual 5. Kalpi
- C. 1. Mala fought the two men because they had snatched her teacher's purse and tried to escape on their motorcycle.
2. Lakshmibai was born on 19 November 1835 at Varanasi (Kashi).
3. Lakshmibai's father encouraged her to learn how to ride elephants and horses, and to use weapons.
4. Women took up weapons to support Rani Lakshmibai in her fight against the British.
5. Rani Lakshmibai did not follow the orders of the British because she refused to give up Jhansi and wanted its freedom.
- D. 1. (a) Mala said these words.
- (b) The teacher and children clapped for the speaker because she had fought criminals to get back her Madam's purse.
- (c) The incident took place near the school gate.
2. (a) Grandma said these words to Mala.
- (b) 'Her' in the line is Rani Lakshmibai.
- (c) Yes, learning to ride elephants, horses and using weapons helped her as she was able to fight the British.

THINK AND ANSWER

- A. Yes, all women should learn to be courageous and responsible like Rani Lakshmibai was in her life.
- The second part of the question can be answered by the students on their own. Any reasonable answers are acceptable.

GRAMMAR SPOTLIGHT

- A. was, had, had, was, had, had
- B. 1. praised 2. narrated 3. fought 4. went 5. went 6. narrated
- C. 1. was laying 2. was baking 3. was watching 4. was playing
- D. (Incorrectly marked as 'C' in the book)
1. will 2. will 3. shall 4. will 5. will

SPELL WELL

- A. 1. amazingly 2. snatchedd 3. seriously 4. advisor 5. scholarly 6. weapons

WORD POWER

- A. 1. COURAGEOUS 2. SKILLFUL 3. DARING 4. RESPONSIBLE 5. PATRIOTIC

LISTEN AND LEARN

- A. 1. About twenty, four children are given these awards each year.
2. The names of the winners are announced on 14 November, Children's Day.
3. A medal, a certificate and a cash award are given to the awardees.
4. The awards were first given in 1958 by the then Prime Minister, Jawaharlal Nehru.

CONVERSE AND CONNECT

This can be done under the teacher's guidance.

SPEAK AND EXPRESS

This can be done under the teacher's guidance.

PRONUNCIATION

This can be done under the teacher's guidance.

PUNCTUATION

India's first fight for independence is very important in history. This event is called the Sepoy Mutiny or the Indian Rebellion of 1857. It involved Indian soldiers called sepoy fighting against the British rule. Rani Laxmibai, a brave queen, was one of the main leaders in the rebellion. She fought bravely to defend her kingdom of Jhansi.

WRITE WELL

- A. Fill in words in the following order, after writing an imaginary address, date and name of your friend: day; medal; morning assembly; students; purse; snatched; school; me; quickly; motorbike; catch; medal; bravery; Rani Lakshmibai; happy/pleased; Mala.

DICTIONARY SKILLS

- A. 1. Struggle: fight; to make great effort
2. Weapons: An object that is used for fighting or killing people like; gun, knife, etc.
3. Training: give practice or teach to do something well
4. Escape: get free; get away

Any reasonable sentences are acceptable.

PROJECT WORK

- A. This can be done by students on their own. Then they can speak in the class.

VALUES AND LIFE SKILLS

A and B: For reading and discussion in the class.

WORKSHEETS

WORKSHEET 1

- A. 1. Toto hid under the bed because he was frightened.
2. Aunt Em opened the trapdoor and climbed down the ladder into the small, dark hole.
3. The house whirled two or three times and rose slowly through the air.

- 4. Toto ran about here and there in the room, barking loudly.
- 5. Dorothy sat still on the floor, waiting to see what would happen.
- B. The house was at the centre of the cyclone where north and south winds met. Although the centre was still, the pressure of wind on all sides of the house raised it up, whirling it to the very top of the cyclone.
- C. 1. jumped 2. threw 3. climbed 4. whirled 5. happened

WORKSHEET 2

- A. 1. were looking 2. went 3. were drinking 4. attacked 5. was flowing
6. was knocking
- B. 1. is going to run 2. will sleep 3. is going to talk 4. will [never] see
5. will be served
- C. 2. ate; will eat 3. fly; will fly 4. stay; stayed 5. thought; will think
6. prayed, will pray

WORKSHEET 3

- A. Any reasonable sentences are acceptable.
- B. 1. (a) without light
(b) blue that is not light, but of a very deep colour
- 2. (a) name of a flower
(b) got up
- 3. (a) all around
(b) of
- 4. (a) quietly; not moving
(b) carry on continuously even now
- 5. (a) on the upper part
(b) an object that spins
- C. Any reasonable sentences are acceptable. For example:
I am afraid of the dark night, and cannot even go from one room to another. My parents held my hand and led me into the dark rooms till I got over my fear. Now I am not scared of the dark anymore.

8. The King and the Fiery Dragon

ANSWERS

GET SET!

Fill in words in the following order: King; Fairy; Queen; Demon; Elf; Dragon.

READ AND UNDERSTAND

A. 1. (b) 2. (a) 3. (d) 4. (d) 5. (b)

B. 1. F 2. F 3. F 4. T 5. T 6. F 7. T

C. 1. Clay pots; wooden toys; baskets; vegetables; grain [any three]

2. With the beating of the drums, there was song and dance and the villagers offered flowers to the rock.

3. The Queen asked the King to get the treasure.

4. The Queen told the King to attack the Dragon and Fort and break down the door and the walls.

5. The Dragon shot out flames and became ferocious in order to defeat the King's soldiers.

D. 1. (a) Grandma said these words to Ramesh.

(b) 'It' refers to the rock that looks like a dragon.

2. (a) The speaker is Ramesh's grandmother. She said this to Ramesh while narrating the poem of the Dragon to him.

(b) 'His' refers to the Dragon's.

(c) It was important for him to protect the treasure because it was meant for the people's welfare.

THINK AND ANSWER

A. 1. I would support the Dragon because he was right in guarding the treasure for the welfare of the people.

2. The King would have decided to use the treasure to make schools, hospitals, roads and other things of value to the people of his kingdom.

3. I would have asked the Queen to keep quiet and not be moved by her advice. I would have met the Dragon and tried to talk to him and find out what they could do with the treasure.

GRAMMAR SPOTLIGHT

A. 2. at – preposition of position 3. of – preposition of direction

4. near – preposition of place

B. 2. into 3. in 4. on 5. over

SPELL WELL

A. 1. treasure 2. guarded 3. cannon 4. ferocious 5. strength 6. welfare

7. befriend 8. resembled

WORD POWER

A. 1. treasure 2. strength 3. rage/fury 4. precious 5. ferocious 6. excellent 7. resemble
8. beating

B. 1. dismount 2. dissimilar 3. unofficial 4. disadvantage 5. unpredictable
6. unnecessary 7. discourage 8. undone

LISTEN AND LEARN

- A. 1. The jackal's name was Gomaya.
2. The jackal was surprised by the sound of the drum beat.
3. The jackal tried to tear the drum top to get at the animal that he thought was inside the drum.
4. A leopard came to the jackal while he was beating the drum.
5. The jackal told the leopard that there was some small animal inside the drum and he could eat it if he tore the drum top.
6. The leopard found no animal inside the drum and felt that the jackal had cheated him. So, he killed the jackal.
7. The leopard turned out to be cleverer than the jackal.

CONVERSE AND CONNECT

- A. This is to be done under the teacher's guidance.

SPEAK AND EXPRESS

- A. This is to be done under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. This is to be done under the teacher's guidance.

WRITE WELL

- A. Exercise A: One day on the playground, I saw a group of kids teasing a younger boy and making him cry. I felt it was unfair and wrong, so I went over and told them to stop. At first, they laughed, but then a teacher saw what was happening and came to help. The bullies got scolded, and the boy thanked me. I felt proud for standing up for him, and I was glad things turned out better for the boy.

Exercise B: The sentence sequence should be: 2; 5; 3; 4; 1.

DICTIONARY SKILLS

- A. 1. Battle: (a) A fight between two groups or armies.
(b) A struggle or effort to solve a problem.
2. Fair: (a) Treating everyone equally and kindly.
(b) A place where people gather for fun, rides and games.
(c) Light in colour (used for skin or hair).
3. Stall: (a) A small shop or stand where things are sold.
(b) To stop or slow down suddenly.
4. Ferocious: Very fierce and scary.

PROJECT WORK/AIL ACTIVITY

- A. This can be done under the teacher's guidance.

VALUES AND LIFE SKILLS

- A. For reading and discussion.
B. Tick (✓) 2 and 3. Cross (X) 1, 4, 5 and 6.

WORKSHEETS

WORKSHEET 1

- A. 1. The stream had come from the mountains to the forest where it became slower. It was not in a hurry like young people. Therefore, it was said to be grown-up.
2. The stream said that there was no hurry because it knew where it was going and would get there some day.
3. The little streams were running quickly and eagerly here and there because, like young people, they wanted to find out a lot of things and were in a hurry.
4. The broad track had to cross the river before reaching the forest.
5. The wooden bridge was across the river.
- B. 1. (a) The river has reached the forest in the plain and is, therefore, slower than it was in the mountains.
(b) The river will probably get to the sea or the ocean.
2. (a) Outland is the place beyond the forest.
(b) A track is a path made when people or animals use it regularly.

WORKSHEET 2

- A. 1. to 2. in 3. near 4. for 5. at
B. 1. for 2. from 3. in 4. to 5. under
C. Any reasonable sentences are acceptable.

WORKSHEET 3

- A. 1. hate 2. alike/same 3. lose 4. unimportant
B. 1. aware 2. promise 3. poverty 4. appreciate
C. 1. (b) 2. (a) 3. (b) 4. (a) 5. (b)
D. Any relevant answer may be assessed is correct. However, sentences must be complete and correct, e.g.,
1. My brother's name is _____.
2. He studies in _____ school.
3. He goes to school by/on _____.
4. His teacher is Miss/Mrs/Mr _____.
5. Yes, he is a good student.
6. He eats _____ and/or _____ for breakfast.
7. Yes, he is naughty. or No, he is not naughty.
8. Yes, he is _____ or No, he is sometimes often rude and disobedient to his parents.
9. His favourite game is _____.
E. Any relevant answer may be assessed if it uses many or all the given words.

ANSWERS

READ AND UNDERSTAND

- A. 1. T 2. F 3. F
- B. 1. The poet met the dragon when he was ten years old.
 2. The poet wrestled with a wicked troll and fought with a great white shark.
 3. He trailed a rabbit down a hole.
 4. The poet did travel in a time machine and searched for dinosaurs.
 5. He found a pot of gold on top of a giant's head.
- C. The order of the adventures, as they are given, are as follows:
 4, 6, 1, 2, 3 and 5

THINK AND ANSWER

- A. The poet went through all these experiences when he was ten years old and they were all imagined as he read in books. They were not real but were all a part of his dreams and imagination. I would love to accompany him on his adventures. I would expect to have all kinds of magical experiences.

APPRECIATING THE POEM

- B. face/space; ten/den; troll/hole; shark/snark; submarine/machine; doors/dinosaurs; head/read; gold/old [Any six]

WORD POWER

- A. The words are clockwise from the top:
 AMUSING FUNNY COMIC LAUGHABLE HILARIOUS

PROJECT WORK/AIL ACTIVITY

A and B. Dragons are mythical creatures, usually ferocious. Different cultures have legends and stories that have dragons. Most of these are available on the Internet.

- (i) Apophis or Apepi: An Egyptian god, the great serpent of the world of darkness, feared as the enemy of the Sun-god Ra.
- (ii) Tiamat: A Chaldean dragon, with four legs, a scaly body and wings.
- (iii) Hydra: A Greek monster with many heads.
- (iv) Long or Lung: Chinese dragon, a long snake-like creature with four legs and wings.
- (v) Quetzalcoatl: The feathered serpent worshipped by the Mayans, Aztecs and Toltecs. It could transform into a human with rich ornaments.
- (vi) Mushussu or Sirussh: A Mesopotamian dragon thought of as an attendant of the gods. It is scaly with a horned head, long neck and tail. It has the body of a fish, a snake-like tongue, a crest, the front legs like a lion and the hind legs like that of an eagle.
- (vii) Vritra: A serpentine asura or demon of Indian mythology seeking dominance and power. It causes rivers to stop flowing and creates droughts.
- (viii) Druk: In Himalayan and Tibetan mythology, it is the dragon god of thunder, said to bring storms and the sun to the mountain regions.
- (ix) Leviathan: In Christian myth, it is very long, with glowing eyes, and breathes fire.

- (x) Boitata: It is the legendary dragon of the Tupi people of Brazil that protects nature, breathing fire and destroying anyone who harms the forests by cutting trees or starting a fire.
- C. Students can draw pictures from their imagination or take a look at the Internet for inspiration.

9. The Sky is Falling

ANSWERS

GET SET!

- A. 1. Mango Tree 2. Banyan Tree 3. Coconut Tree

READ AND UNDERSTAND

- A. 1. (a) 2. (b) 3. (a) 4. (c) 5. (c)
- B. 1. False 2. True 3. True 4. False 5. False
- C. 1. Chikoo thought the sky was falling because he heard a loud noise when a coconut fell from the tree.
2. The other animals joined Chikoo and ran with him to meet Simba.
3. Chikoo was running to Simba's den to warn him that the sky was falling.
4. Simba told Chikoo that the sky was not falling and it was only a coconut falling from the tree.
5. The animals laughed at Chikoo because he was scared over a simple coconut falling from the tree.
6. We learn that we should stay calm and check the facts before getting scared or spreading fear.
- D. 1. (a) Chikoo the rabbit said these words.
- (b) The noise was the sound of a coconut falling from the tree.
- (c) The speaker was nervous because he thought the noise meant the sky was falling.
2. (a) Simba the lion said these words to Chikoo.
- (b) The speaker said these words to calm Chikoo and teach him to investigate before jumping to conclusions.

THINK AND ANSWER

- A. The other animals should have first checked where the noise came from before rushing to Simba. This would have saved them time and worry. They could have solved the problem themselves instead of running in fear.
- B. Yes, Simba acted as a true king and leader. He stayed calm and asked the animals to show him the place where they heard the noise. He then explained the truth gently to Chikoo and taught him to stay calm and think before acting in fear.

GRAMMAR SPOTLIGHT

- A. 1. Those 2. My 3. some 4. a few; some 5. Several
- B. 1. a; a 2. an; the 3. a 4. a
- C. 1. a 2. a; a 3. an 4. a; the 5. the; the

SPELL WELL

- A. 1. heartily 2. chuckle 3. sprinted 4. concerned 5. laughed 6. lulled

WORD POWER

- A. 1. cupful 2. strengthen 3. shiny 4. spoonful 5. darkness
6. accomplishment 7. valuable 8. preparedness
- B. 1. get along 2. get off 3. get over

LISTEN AND LEARN

- A. 1. Violet, indigo, blue, green, yellow, orange and red make up the light from the sun.
2. When light hits a prism, it separates into many colours, forming a rainbow.
3. Light looks white because all the colours are mixed together.
4. The light rays scatter and go in many directions when they hit the tiny particles in the air.
5. The sky appears blue because blue light scatters the most in all directions.

CONVERSE AND CONNECT

- A. The students can do this under the teacher's guidance.

SPEAK AND EXPRESS

- A. The students can do this under the teacher's guidance.

PRONUNCIATION PRACTICE

- A. The students can do this under the teacher's guidance.

WRITE WELL

- A. Dear Diary,

Today, I saw my friend who had told me something that wasn't true. At first, I felt a bit upset and confused because I believed it. But when I saw my friend again, I stayed calm and told him, "It's okay, but it's always better to check things before we believing them next time." My friend smiled and agreed. I felt happy because we talked about it and stayed friends!

Good night,

[Your Name]

DICTIONARY SKILLS

- A. 1. Frightened: Feeling scared or afraid.
2. Alarm: A sudden feeling of fear or worry.
3. Sprinted: Ran very fast for a short distance.
4. Heartily: In a cheerful or happy way.

PROJECT WORK/AIL ACTIVITY

- A. This is to be done under the guidance of the teacher.

VALUES AND LIFE SKILLS

- A. Options 2, 4 and 6 are correct. Here are the reasons:
2. It's important to check if the information is true before believing or spreading it.
4. A grown-up or trusted friend can help you understand if the rumour is true or not.
6. Spreading untrue rumours can cause confusion or hurt others.

WORKSHEETS

WORKSHEET 1

- A. 1. Mr Brown saw the bear first.
2. The porters were rushing about shouting at each other.

3. The Browns went to the station to meet their daughter Judy, who was coming home from school for the holidays.
 4. The bear was wearing a funny kind of hat.
 5. The bear was named Paddington because he was found by the Browns on Paddington Station.
- B. 1. This was said by Mrs Brown.
 2. This was said by Mr Brown.
 3. This was said by Mrs Brown.
- C. 1. It 2. funny 3. cart 4. crowded 5. pile

WORKSHEET 2

- A. 1. a 2. an 3. the 4. the
- B. 1. that 2. much 3. several 4. a little 5. those
- C. Fill in determiners in the following order: A; the; the; The; a; the; the; a; a; a; the

WORKSHEET 3

- | A. Column A | Column B |
|--------------------|-----------------|
| 1. FEAR | COURAGE |
| 2. CAREFUL | CARELESS |
| 3. SLOW | FAST |
| 4. FALL | RISE |
| 5. WIN | LOSE |
- B. 1. Bravery: courage
 2. Caution: taking care; paying attention to possible danger
 3. Importance: of great seriousness or influence
 4. Yesterday: the day that has just passed
- C. Any reasonable sentences are acceptable.

10. Aliens Pay a Visit

ANSWERS

GET SET!

- A. 1. Mars 2. Mercury 3. Earth

READ AND UNDERSTAND

- A. 1. (a) 2. (c) 3. (a) 4. (b) 5. (a)
- B. 1. Robin went cycling to the meadow with his dog, Shaggy in the carry basket fixed to the handle.
2. Robin's father accompanied Robin to the meadow at night.
3. The strange creatures waved to the boys and wagged their small tails.
4. The strange-looking disc had eight rods at the bottom.
5. The strange creatures had green eyes, blue leathery faces and small bodies with little tails.
6. The aliens were carrying Shaggy when they got down from their vehicles.
7. Three changes that were noticed in Shaggy were: his eyes were brighter, his tail was more bushy and the coat was shiny. Besides, he could jump very high and bark louder.
- C. 1. (a) Robin said these words.
- (b) No, the listener wasn't around.
- (c) The words were spoken in the evening when it was getting dark.
- (d) The speaker was in the meadow, looking for his dog.
- (e) The speaker had gone there to play with his dog, Shaggy.
2. (a) Robin said these words to Tom.
- (b) These words were spoken when Tom and Robin were celebrating Shaggy's awards at the Dog Show at home.
- (c) One good thing that happened was that the aliens had released Shaggy unharmed. In fact, they had improved the strength and physical condition of Shaggy by making him stronger.

THINK AND ANSWER

It is possible that humans will find aliens in space in future. If we do, we should treat them with respect. At the same time, we should try and understand how they would like to meet us and not rush at them.

GRAMMAR SPOTLIGHT

- A. 1. but 2. Though 3. when 4. and; because 5. while 6. or 7. because 8. since 9. since 10. or
- B. 1. loudly 2. gently 3. carefully 4. out 5. often
- C. 1. there's 2. you'd 3. I'll 4. she's 5. that's 6. you're 7. they'll 8. she's
- D. 1. Soni's friends were happy to be at the party.
2. I will return Rohan's crayons tomorrow.
3. She visited Delhi on Monday but she is back now.
4. We'll go to Goa in June but our plans may change.
5. How're things at your end?

SPELL WELL

A. 1. meadow 2. creature 3. shadow 4. incident 5. surprise 6. vehicle

WORD POWER

A. 1. (c) 2. (a) 3. (e) 4. (b) 5. (d)

LISTEN AND LEARN

- A. 1. Keith Robbins was camping with his friends.
2. He was camping at Cardiff in the United Kingdom.
3. His old Datsun Cherry car with his puppy inside was stolen.
4. According to the person, 12-15 Unidentified Flying Objects (UFOs) came down from space.

CONVERSE AND CONNECT

This can be done under the teacher's guidance.

SPEAK AND EXPRESS

This can be done under the teacher's guidance.

PRONUNCIATION PRACTICE

This can be done under the teacher's guidance.

WRITE WELL

You : (excited) Wow! A spaceship! Who are you?

Alien : (smiling) Hello, little human! I am Zubu from Planet Zorba.

You : Nice to meet you, Zubu! Why did you come to Earth?

Alien : I came to explore your planet and learn about humans.

You : That's really great! What is your home like?

Alien : Zorba is a bright planet with three suns. We have sparkling rivers and rainbow trees.

You : That sounds amazing! Do you like Earth?

Alien : Yes, it is very green and peaceful. Your animals are funny too!

You : I'm glad you like it! Will you visit again?

Alien : Of course! I'll bring you a Zorba fruit next time.

You : I'd love that! Safe journey, Zubu!

Alien : Thank you, friend! Bye!

(Spaceship flies away)

DICTIONARY SKILLS

- A. 1. grassland: a large open area of country covered with grass, especially one used for grazing.
2. wonder: a feeling of amazement or admiration; desire to know something.
3. sniff: draw up air audibly through the nose to smell something.

Any suitable sentences are acceptable.

PROJECT WORK/AIL ACTIVITY

- A. This can be done by students under the guidance of the teacher.
B. This can be discussed and the teacher can guide the students.

VALUES AND LIFE SKILLS

A. The first and second options are appropriate.

WORKSHEETS

WORKSHEET 1

- A. 1. Samuel loved to read books in the school library.
2. He found an old map in the library. The map hinted at a hidden treasure. He decided to set out on a journey to find it.
3. An old witch guarded the hidden treasure.
4. The old witch went to bathe in a nearby water pool.
5. She was happy because Samuel saved her from falling into the pool.
- B. 1. mystery: secret 2. adventure: journey 3. treasure: wealth 4. engrossed: absorbed
5. patron: supporter 6. hidden: concealed

WORKSHEET 2

- A. 1. clearly [M] 2. late [T] 3. away [P] 4. daily [F]
B. 1. softly 2. fast 3. very 4. backwards 5. harshly
C. 1. and 2. or 3. when 4. because 5. but

WORKSHEET 3

A. A-44, Shivaji Nagar

Mumbai

22 April 20XX

Dear [Friend's Name],

I hope you are doing well. I wanted to tell you about my holiday. We went to Goa, and it was so much fun! We saw beautiful places, ate delicious food, and even went to the beach. I collected seashells and made a sandcastle.

I also went shopping and bought some gifts for you. I can't wait to show you everything and tell you more stories.

Take care and write back soon!

Your friend,

[Your Name]

- B. Any reasonable sentences are acceptable. The following are illustrative clues:
- | | |
|----------------------------|------------------------------------|
| 1. (b) bare branches | (a) a bear in the forest/bear pain |
| 2. (a) sale of clothes | (b) sail a ship/sails of a ship |
| 3. (a) climb stairs | (b) stare at someone |
| 4. (a) pray to God | (b) a lion's or eagle's prey |
| 5. (a) the bough of a tree | (b) bow before an audience |
- C. 1. they'll 2. there's 3. I can't 4. you've

ANSWERS

READ AND UNDERSTAND

- A. 1. (b) 2. (c) 3. (a)
- B. 1. False 2. True 3. True 4. False
- C. 1. The rainbow is prettier than boats, ships, and clouds.
2. The clouds are compared to boats that sail across the sky.
3. According to the poet, the rainbow is the prettiest of all the objects mentioned.
4. The rainbow builds a road from earth to sky, bridges heaven and overtops the trees.
5. Man-made things: Boats, ships, bridges; Natural things: clouds, rainbow, rivers, seas, trees

WORD POWER

- A. 1. SAIL – TRAVEL 2. PRETTY – BEAUTIFUL 3. BRIDGES – LINKS 4. EARTH – GROUND
5. BUILDS – CREATES 6. ROADS – PATHS

APPRECIATING THE POEM

- A. Examples of alliteration:

And ship sail on the seas

As pretty as you please

bow that bridges

Yes, alliteration helps the poem by making it more musical and rhythmic. It adds a pleasant sound quality, making it more fun to read and enjoy.

PROJECT WORK/AIL ACTIVITY

- A. Students can do this exercise on their own. The teacher can guide them, if required.

PERIODIC TEST - 1

ANSWERS

LET'S READ

- A. 1. The king would go to the forest for a deer hunt.
2. The villagers built a deer park with a pond in it.
3. Nandiya asked his parents to hide behind bushes while he drew the king and hunters off.
4. Nandiya's parents had not met him for a long time and were growing old. So they missed him.
5. The king decided to set free all the deer in the park and banned the killing of animals in his kingdom.
- B. 1. (d) 2. (c)
- C. 1. bad 2. much 3. big 4. unsafe 5. outside 6. come

LET'S WRITE

- D. This can be done by the students on their own.
- E. Fill in the words in the following order: Uncle; Delhi; Sunday; Saturday.

GRAMMAR SPOTLIGHT

- F. 1. Exclamatory 2. Declarative 3. Interrogatory 4. Imperative
- G. 1. Sushma has joined our school.
2. All the fishermen have come back.
- H. 1. pile 2. shoal
- I. Circle: 1. Laughter; Underline: 1. medicine 2. gold
- J. 1. locks 2. foxes 3. bunches 4. ponies
- K. Any reasonable examples will be acceptable.
Examples: Neuter: chair, table Common: teacher, doctor
- L. 1. last [Number] 2. their [Possessive]
- M. worse, worst; stranger, strangest; happier, happiest; faster, fastest

LITERATURE

- K. 1. The children saw a beautiful valley with green fields; a big, brown river; the valley had a river with a variety of flowers.
2. All the contestants were awarded a gold medal in the race for showing empathy and kindness towards their fellow contestant. They showed that being kind was more important than winning.
3. Grandpa was excited to see the green grass and said if he would have been a cow, he would eat up the whole field.
4. Soni wrote out invitation cards and with a rose and some fragrance on each, she hung them out in the garden on a string.
5. (a) Damini was the speaker of these words.
(b) The speaker said this because she wanted all other fellow contestants to show support for the injured Himanshu by walking to the finish line together.

PERIODIC TEST - 2

ANSWERS

LET'S READ

- A. 1. There is evidence to show that, in about 3000 BCE, both Egyptians and Greeks used candles with wicks.
2. Material like beeswax, tallow and even the product of berries were used to make wax in ancient times.
3. In ancient times, plant material, rolled papyrus or rolled rice paper were used to make the wicks of candles.
4. Candles are used only on occasions now because electricity and gas are used.
- B. 1. controlled artificial 2. cheap; efficient 3. Paraffin lamps
- C. Any reasonable sentences are acceptable.

LET'S WRITE

D and E. Any reasonable answers are acceptable.

GRAMMAR SPOTLIGHT

- F. 1. He; he 2. hers; I
- G. 1. sent (Transitive) 2. sleeping (Intransitive)
- H. 1. are singing 2. sells 3. are 4. explains
- I. 1. are crossing [Present Progressive Tense]
2. write [Simple Present Tense]
- J. Fill in the blanks with these words in the following order: play, has, runs, laugh, calls, gets

LITERATURE

- K. 1. The beaches, sea, water sports, cuisine and places to visit make Goa a perfect holiday spot.
2. The soldier cleverly suggested small ingredients, like salt, pepper, carrots and onions, saying they would improve the soup. This made the villagers eager to contribute and taste the magical soup.
3. Swimming, surfing, water skiing, scuba diving.
4. Birbal's two conditions were that he should be buried alive and that his grave should be close to his house.
5. The Emperor's father gave Birbal special permission to return to earth.

PERIODIC TEST – 3

ANSWERS

LET'S READ

- A. 1. Seals are carnivorous, fin-footed, semi-aquatic, marine animals. [any 2]
2. They mainly eat fish and marine invertebrates.
3. Humans hunt seals for their fur and blubber.
4. The main threats to seals are from global warming and hunting.
5. Polar bears, sharks and whales are the natural predators of seals.
- B. 1. Pinnipeds 2. colder waters 3. huge colonies
- C. 1. distinct 2. large

LET'S WRITE

D and E: These can be done by students on their own.

GRAMMAR SPOTLIGHT

- F. 1. was 2. will be 3. wore 4. will be
- G. 1. an 2. the 3. the 4. The 5. an
- H. 1. was returning – Past Progressive 2. am preparing – Present Progressive
3. live – Simple Present 4. bought – Simple Past
- I. 1. will participate 2. is going to sell
- J. 1. from; to 2. by
- K. 1. Several 2. Your
- L. 1. because 2. or
- M. 1. He'll 2. They're 3. Who'll 4. She'll

LITERATURE

- N. 1. Lakshmibai's father encouraged her to learn how to ride elephants and horses, and to use weapons.
2. Clay pots; wooden toys; baskets; vegetables; grain [any three]
3. The strange-looking disc had eight rods at the bottom.
4. Rani Lakshmibai did not follow the orders of the British because she refused to give up Jhansi and wanted its freedom.
5. (a) Chikoo the rabbit said these words.
(b) The noise was the sound of a coconut falling from the tree.
(c) The speaker was nervous because he thought the noise meant the sky was falling.

LITERATURE READER

1. THE BOY WHO RAN AWAY

UNDERSTANDING THE STORY

- A. 1. (a) 2. (b) 3. (c) 4. (b) 5. (b)
- B. The sentences should be in the following order:
1. (d) 2. (b) 3. (a) 4. (e) 5. (c)

LANGUAGE SKILLS

- C. Any relevant sentences are acceptable.

WRITING SKILLS

- D. and E. Any relevant answers are acceptable.

2. HEIDI MAKES HER BED

UNDERSTANDING THE STORY

- A. 1. (c) 2. (b) 3. (b) 4. (a) 5. (a)
- B. 1. goats 2. upset 3. sleep 4. bed
- C. 1. Heidi lived with her aunt Dete because her parents had died.
2. Dete did not want to keep Heidi with her anymore because Dete had a new job and would not have time to look after Heidi.
3. Uncle Alm seemed to be upset to see Heidi.

LANGUAGE SKILLS

- D. 1. the 2. a 3. the 4. an 5. The
- E. The blanks will be filled in the following order: light; bold; aliens; Mars

WRITING SKILLS

F. _____
_____ (address)

2013 (date)

Dear _____,

I am writing to tell you some very exciting news. Day before yesterday I had a strange adventure. My friends and I had gone to the park to play. It got late and it was dark night. Suddenly, we saw a strange light. We were all frightened so we ran home.

Then, I decided to be brave and went outside the house because I was curious about the light. I saw two figures who were aliens. They were men-like, but not men exactly. They spoke to me and I could understand.

They said to me that they came from Mars. They gave me a beautiful gift. It looks like a glass ball of light. I feel so happy. I will show it to you when you come.

Please give my regards to your parents.

Yours affectionately

Rohit

[This letter is only illustrative. Any reasonable answer is acceptable.]

3. THE 'VEGGY' LION

UNDERSTANDING THE POEM

- A. 1. (b) 2. (c) 3. (a)
- B. 1. The lion became a vegetarian because the sight of blood made him feel ill.
2. When the lion attacked the elephant, he saw the blood. This made him faint and he woke up three days later in a bed in the jungle hospital.

LANGUAGE SKILLS

- C. 1. mild 2. well 3. defend 4. difficult

ACTIVITY

- D. [The list is illustrative below. Any reasonable answer is acceptable]

Vegetarian Animals: cow, goat, sheep, horse, camel

Non-vegetarian Animals: lion, tiger, fox, wolf, cheetah

4. DAVID AND GOLIATH

UNDERSTANDING THE STORY

- A. 1. (a) 2. (b) 3. (c) 4. (c)
- B. 1. False 2. False 3. False. 4. True
- C. 1. David was a shepherd and he tended the flocks at home.
2. David went to meet his brothers because his father asked him to go to the camp and see how they were doing, as there was no news of them.
3. David was angry that the men of Israel were afraid of the giant. He himself was fearless, so, he wanted to face the giant.

4. He killed the Goliath with a pebble thrown from his sling at the giant's forehead.
When the giant fell, David slew him with his own sword.

LANGUAGE SKILLS

- D. 1. target
2. a long time passed
3. swung his sword in the air with a cutting movement
4. all his strength

WRITING SKILLS

- E. David had sharp eyes, strong hands and he never missed his mark. He was also very brave and quick thinking. [Any three]
F. When one's country is attacked by an enemy, one should defend it strongly against the enemy.

5. WATER IS PRICELESS

UNDERSTANDING THE STORY

- A. 1. (a) 2. (b)
B. 1. deer 2. thirst 3. kingdom 4. precious
C. 1. The king went to the jungle for hunting.
2. The man's demand was the kingdom of king.
3. The man requested the king that he and his public should never waste water because it is very precious.

LANGUAGE SKILLS

- D. 1. JUNGLE 2. KINGDOM 3. PRECIOUS 4. REWARD

WRITING SKILLS

- E. 1. Any reasonable answers are acceptable.

6. SOPHIE

UNDERSTANDING THE POEM

- A. 1. (b) 2. (c) 3. (a) 4. (a)
B. 1. The speaker is going to recite her poem.
2. The speaker began slowly and clearly.

3. It is easy to be nervous and afraid in front of an audience. But, if the focus of one's attention is shifted from the audience, then the fear vanishes. Therefore, the poet says that instead of the audience, she focused only on the image of her poem and only thought of what she was saying.

ACTIVITY

- C. Both activities can be done as instructed.

7. THE CLEVER CRAB

UNDERSTANDING THE STORY

- A. 1. (c) 2. (b) 3. (c) 4. (a)
- B. 1. True 2. True 3. False 4. False
- C. 1. The creatures were worried because there was no rain and the pool was drying up fast.
2. The crane said he would help to carry the fishes to a nearby pond. When they agreed, he took them one by one, not to a pond, but to a lonely spot where he ate them up. So, he tricked the fishes.
3. When the crane said he would carry the crab, the crab said he would ride on the crane's back to the pond. The crane agreed and then took the crab to the lonely spot where he had eaten the fishes. The crab, however, caught the crane's neck in his strong claws and pressed it till the crane died.
4. The fishes thanked the crab because he saved them by killing the cruel crane.

LANGUAGE SKILLS

- D. 1. (d) 2. (c) 3. (a) 4. (b)
- E. 1. love-hate 2. wise-foolish 3. evil-good 4. friends-enemies
5. kind-unkind; cruel 6. lucky-unlucky

WRITING SKILLS

- F. 1. The crab was cleverer than the crane. He watched the crane eating fish every day and knew he was cruel. So, when suddenly the crane said he would carry the fishes to another pond, the crab felt he could not have become so kind without any selfish reason. That is why he finally tricked the crane and killed him.
- G. Yes, I think the crab did the right thing because he saved all the other fishes from the cruel crane.

8. SEE THE KITTEN ON THE WALL

UNDERSTANDING THE POEM

- A. 1. (a) 2. (b) 3. (a)
- B. 1. Autumn is the season hinted at in the poem because the air is frosty and leaves are falling from the trees.
2. 'With a tiger-leap half way
Now she meets her coming prey.'
3. The cat is compared to an Indian conjurer because, like him, she is performing feats with leaves which require juggling several things gracefully.

LANGUAGE SKILLS

- C. 1. wall - fall 2. three - tree 3. air - fair 4. starts - darts
- D. 1. fall - rise 2. fair - dark 3. half - full 4. fast - slow 5. then - now
6. again - never

ACTIVITY

- E. Any relevant answer is acceptable (e.g., puppy with a ball or stick; kitten with wool)
- F. Any relevant answer is acceptable.

9. BEAR DANCING

UNDERSTANDING THE STORY

- A. 1. (b) 2. (c) 3. (b) 4. (a) 5. (b)
- B. Gowk
He was very short.
He had a beard and whiskers.
He had a shock of hair on his head.
- Bear Chief
He was a giant.
He was dark.
His eyes were fiery.
- C. 1. People slapped Gowk on the head because he was so short and they all bullied him.
2. Gowk could not hunt because he did not have the strength to do so.
3. The bear chief spotted Gowk resting in a bush.
4. The bear chief danced after watching Gowk doing his hippety-hop dance.
5. Gowk introduced bear dancing to the world.

LANGUAGE SKILLS

- D. 1. Now, the people of that land did not eat rice or bread.
2. How does it feel to get up hearing at a bear's snout inches away?
3. When the other people returned, they stood amazed!
- E. 1. (c) 2. (b) 3. (d) 4. (a)

WRITING SKILLS

F and G. Both exercises can be done as instructed. Clues to G: Dolphin, Dog, Elephant, etc.

10. TRIPLE PUNISHMENT

UNDERSTANDING THE STORY

- A. 1. (b) 2. (a) 3. (b) 4. (c) 5. (b)
- | | | |
|-------------|--------------|-----------|
| B. The King | The Merchant | The Youth |
| just | greedy | brave |
| noble | miser | |
- C. 1. Avik, the merchant, was selling impure things.
2. Avik was greedy and wanted to make more money. So, he was selling impure things to cheat people.
3. The king punished the merchant because he had played with the health of the people.
4. He had to take all the three punishments because of his greed and miserliness.

LANGUAGE SKILLS

- D. 1. merchant 2. pure 3. gold 4. vomiting

WRITING SKILLS

- E. Discuss and write as instructed in question.
F. Check the name of the manufacturer and date of packing to ensure that it is a good brand and fresh. Check trademark if any to see it is genuine.
G. Discuss and collect as instructed in the question.

11. HOW THE LITTLE KITE LEARNED TO FLY

UNDERSTANDING THE POEM

- A. 1. (c) 2. (b) 3. (b) 4. (a)
- B. 1. The big kite told the little kite that he must try or he would never learn to fly.
2. The little kite was thrilled with pride when he was flying beside the big kite.
3. The small kite succeeded because he was brave and he tried.

LANGUAGE SKILLS

- C. 1. said : head
2. fly : try
3. all : fall
4. good bye : sky [Or any of the others in the poem.]
- D. 1. feared 2. learned (learnt) 3. shaken 4. freed 5. saw 6. cried
- E. 1. biography: a person's life history written by someone else.
2. autobiography - the story of a person's life written by himself.

ACTIVITY

- F. This can be discussed and done as instructed in the question.

G. _____
_____ (address)
_____ (date)

Dear _____,

Yesterday, we had a sports meet in my school. I won a silver medal in swimming. I enjoyed participating as much as winning.

Swimming is very enjoyable. I also feel very relaxed after studying hard if I go for a swim. I wish you were here with me.

I know you have a fear of water. But I am sure if you were to learn from a good swimming guide, you will begin to enjoy it very much. The 'X' club near our house has a clean swimming pool and the guide is Yusuf Sir who taught me also. Please meet him. I am sure you will like him.

Papa and Mum will also agree to this. Please try it out. My love to Papa, Mum and you.

Your loving brother

[This letter is illustrative. Any similar answer is acceptable.]

12. WHOSE JACKET IS IT?

UNDERSTANDING THE STORY

- A. 1. (c) 2. (a) 3. (a) 4. (c)
- B. 1. True 2. False 3. False 4. True
- C. 1. Halim had the habit of borrowing things from Mulla.
2. The manner in which Mulla broke Halim's bad habit of borrowing his things without directly saying anything to him is very witty. He lends him a jacket and the comments of Mulla each time cure Halim of the habit.
3. Mulla made a plan against his friend because he was fed up of his friend's behaviour, but did not want to say anything to hurt him.
4. No, Mulla did not insult his friend, Halim.

LANGUAGE SKILLS

- D. 1. rainy
2. hurtful
3. endear or dearly
4. befriend or friendly or unfriendly
5. planned or unplanned
6. remarkable
- E. 1. gossiping: idle talk, often ill-natured, about the matters of other people
2. habit: a settled behaviour which is difficult to change
3. borrowing: take something from someone else on the understanding that it will be returned
4. finery: gay and elegant dress; smart clothes
5. hesitation: signs of not being sure in thought or action

WRITING SKILLS

- F. and G. These can be done by students in the class.

13. THE LITTLE GENTLEMAN

UNDERSTANDING THE POEM

- A. 1. (a) 2. (c) 3. (c) 4. (a)
- B. 1. face 2. late or rude 3. tea 4. content

- C. 1. The poem's title is 'The Little Gentleman'.
 2. We should not eat too much.
 3. We should not waste food because there are others who are not as fortunate as us and do not have enough. Also, those who waste will have to pay the price of wasting food sometime in life.

LANGUAGE SKILLS

D. meal	meals	loaf	loaves
man	men	gentleman	gentlemen
face	faces	hand	hands
seat	seats	shoe	shoes
other	others	you	you

- E. 1. brush 2. seat 3. loaf 4. tea

ACTIVITY

F. Do's

1. Wash hands and face.
2. Change your shoes.
3. Brush your hair.
4. Take a proper seat.
5. Finish what is on your plate.
6. Choose and be content with good food.
7. Be a gentleman.
8. Choose fresh food.

Don'ts

1. Don't loiter or be late.
2. Don't make people wait.
3. Don't rudely point or touch.
4. Don't drink or eat too much.
5. Don't crumble or destroy food.
6. Don't spill milk, tea, etc.
7. Don't be rude or noisy.
8. Don't choose only food that looks good.

DISCUSS IN CLASS

- G. This can be done in the class with students sharing views.

14. ALI BABA

UNDERSTANDING THE PLAY

- A. 1. (c) 2. (c) 3. (a) 4. (a)
 B. 1. Ali Baba - He cut trees in the forest.
 He saw robbers entering a cave.

He learnt the password 'Open Sesame'.

He went into the cave and found treasure.

He took some treasure home.

He weighed it on Qasim's scale.

He told Qasim about treasure.

He thanked and praised Marjina.

2. Qasim - He learnt of treasure from Ali Baba.

He went into the cave.

He filled all the treasure into bags.

He forgot the passwords.

The robbers returned and found him and killed him.

3. Qasim's wife - She saw a gold coin stuck on the scale back.

She sent Qasim to find out about gold from Ali Baba.

4. Marjina - She saw cross marked on Ali Baba's door.

She put crosses on all doors to confuse the robbers.

She went to get oil from jars and found out the plan.

She poured hot oil into all jars, killing the robbers.

5. The leader of robbers - He ordered that Qasim be killed.

He made a cross on Ali Baba's door.

He went to Ali Baba's house with big jars.

He called his robbers but found them dead.

He fled in fear.

C. 1. The wisest character in the play is Marjina. She is clever and has courage. She saw the cross on Ali Baba's door and marked all doors to confuse the robbers. She also quickly understood the plan of the robbers in the jars and killed them, thus, saving Ali Baba and his family.

2. The robbers put a cross on Ali Baba's door to mark it so that they could come back at night and find his house and kill him.

3. Ali Baba knew the secret password 'Open Sesame' to enter the cave where treasure was kept.

LANGUAGE SKILLS

D. Noun: cave, door, gold

Verb: rode, look, enter

Adjective: full, sparkling, much, hot

E. 1. (d) 2. (a) 3. (b) 4. (c)

WRITING SKILLS

F. Qasim was greedy. He went to the cave but wanted all that treasure. He forgot the words which would open the cave.

G. Marjina was very intelligent. (Answer to C. 1. above refers)

H. Role Play. This can be done in class as instructed.

OLYMPIAD ANSWERS

1. SYNONYMS

1. A 2. B 3. D 4. D 5. D 6. C 7. C 8. B 9. C 10. D 11. B 12. A 13. A 14. C 15. B 16. C
17. A 18. B

2. ANTONYMS

1. D 2. D 3. D 4. B 5. C 6. B 7. A 8. C 9. B 10. A 11. D 12. C 13. B 14. C 15. D 16. A
17. C 18. B

3. JUMBLED WORDS

1. A 2. C 3. B 4. C 5. A 6. B 7. D 8. C 9. B