



Orient BlackSwan

NEW

BUZZWORD

English For Schools
Textbook

5

NEP
Compliant
inside



New Buzzword: English for Schools (K-8) is a dynamic language course for the 21st century classroom. Based on the National Curriculum Framework and the NCERT guidelines, this course blends strong content with the skills of communication, collaboration, creativity and critical thinking. It lays a solid foundation in English, while it motivates learners to read and to express themselves in new and rich ways.

THE PACKAGE

For the Student

1. Primers and Activity Books 1 and 2
2. Textbooks 1 to 8
3. Workbooks 1 to 8
4. Supplementary Readers 1 to 8
5. Students' App 3 to 8

For the Teacher

1. Teachers' Resource Packs Primers to 8
2. Smart Books Primers to 8
3. Web Support

COURSE HIGHLIGHTS

Clearly defined lesson objectives and learning outcomes

A detailed listing of the lesson objectives and learning outcomes across skill areas is provided for each theme.

Benefits:

- ❖ establishes a clear sequence of learning milestones
- ❖ provides effective opportunities for remedial teaching, as needed
- ❖ creates self-awareness in learners about skills that need more attention

Take Off

Every theme has a set of specially created tasks to address multiple intelligences and varied learning styles.

Benefits:

- ❖ addresses different learner styles for impactful learning
- ❖ makes classroom activities interesting and meaningful
- ❖ expands the mind and encourages cross-curricular and lateral thinking
- ❖ supports effective participation in the classroom
- ❖ motivates learners and helps to increase their confidence

Think-Pair-Share / Embedded Questions

Interspersed in the units are activities to support **collaborative learning strategies**.

Benefits:

- ❖ develops higher order thinking skills, problem solving skills and life skills
- ❖ improves interpersonal and communicative skills
- ❖ enables independent thinking

Learning Journal

At the end of each theme, a self-assessment tool is in-built in the form of a reflective learning journal.

Benefits:

- ❖ helps learners to chart their progress
- ❖ ensures that learning outcomes are clinched

Grammar Fun

Grammar is made interactive through games and fun tasks.

Benefits:

- ❖ helps to activate language
- ❖ creates a stimulating classroom atmosphere
- ❖ encourages cooperative learning

Rich Digital Resources

The Smart Book offers a whole range of audio-visual digital resources.

Benefits:

- ❖ increases students' engagement and motivation
- ❖ enriches the classroom activities
- ❖ deepens the students' understanding of concepts and stimulates their thinking

TEXTBOOK



READING

- ❖ rich variety of the best selections of prose and poetry
- ❖ engaging mix of Classic and Modern; Indian and World Literature
- ❖ thematic presentation
- ❖ voiceover for all texts and poems
- ❖ animations for texts and all poems



GRAMMAR

- ❖ graded, usage-oriented grammar syllabus
- ❖ concise explanation with ample scope for practice



VOCABULARY

- ❖ focus on building a rich and productive vocabulary
- ❖ attention to phrases, expressions and new words



WRITING

- ❖ variety of formats for creative and functional writing
- ❖ planned and graded help for writing



LISTENING



SPEAKING

- ❖ enrichment activities for listening and speaking
 - ❖ emphasis on effective communication
 - ❖ complete audio support
- | | | |
|-----------------|-------------------|---------------|
| ➤ Pronunciation | ➤ Reading Aloud | ➤ Values |
| ➤ Spelling | ➤ Dictionary Work | ➤ Life Skills |
| ➤ Punctuation | ➤ Picture Talk | ➤ Projects |



WORKBOOK



- ❖ thematically linked to the Textbook
- ❖ more practice for grammar, vocabulary and writing
- ❖ special attention to reading sub-skills
- ❖ combines language learning with enjoyable activities

SUPPLEMENTARY READER



- ❖ the best selection of texts covering different genres and themes
- ❖ exposure to the finest writing—old and new
- ❖ spotlight on literary appreciation of style and devices
- ❖ stress on improving vocabulary and developing creative writing skills
- ❖ integrated approach to learning values

APP



- ❖ summaries (for texts and poems)
- ❖ audio (for all texts and poems)
- ❖ interactive activities for grammar

FOR THE TEACHER



Teachers' Resource Packs

- ❖ Lesson Plans
- ❖ Question Bank
- ❖ Answer Key
- ❖ Worksheets
- ❖ Test Papers

Web Support

- ❖ customised portals for teachers

Smart Books for Teachers

- ❖ mapped to the Textbooks and Supplementary Readers
- ❖ audio-visual support
- ❖ interactive tasks
- ❖ presentations
- ❖ helpful tips and reference material
- ❖ a host of other resources

Language Syllabus—Textbook 5

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
Theme 1: Childhood								
1. White Mice	<ol style="list-style-type: none"> sequencing ERC answer in detail think and answer values—taking care of our friends 	<ol style="list-style-type: none"> nouns (revision) subject and object 	antonyms	while-listening— telephone conversation: key details	story—visual cues	pronunciation— master; veranda	spelling— -al, -el or -le	
2. A Question of Grammar	<ol style="list-style-type: none"> true or not true ERC answer in detail think and answer values—following the rules 	<ol style="list-style-type: none"> articles determiners 	phrasal verbs with come	speaking— persuasion	descriptive paragraph	dictionary work	punctuation— revision: exclamation mark	life skills— decision-making on personal safety
Theme 2: Animals and Birds								
<i>The Flower-School</i>								
3. Papaya's Adventure	<ol style="list-style-type: none"> text search ERC answer in detail think and answer values—being kind to animals 	<ol style="list-style-type: none"> adverbs of degree adverbs of frequency 	fixed expressions	speaking— express surprise	informal letter		punctuation— commas and single quotation marks	project
4. Wind Song	<ol style="list-style-type: none"> true or not true ERC answer in detail think and answer values—being selfless and taking care of others 	<ol style="list-style-type: none"> pronouns (revision)— <ul style="list-style-type: none"> demonstrative interrogative reflexive pronouns 	homophones	while-listening— passage: key information	paragraphs with linkers	reading aloud— speaking clearly and with stress on the right words		
<i>A Minor Bird</i>								
	<ol style="list-style-type: none"> wh- questions think and answer appreciating the poem going further 							

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
Theme 3: Travel and Adventure								
5. A Battle in the Jungle	1. sequencing 2. ERC 3. answer in detail 4. think and answer 5. values— environmental awareness	1. verbs (revision)— • main • auxiliary 2. modals	words related to nature and wildlife	while-listening – conversation: understanding directions	poster	pronunciation— thin ; then	spelling— -sion or -tion	life skills— empathy and problem solving
6. Robin Hood and John Little (play)	1. table— before and after 2. ERC 3. answer in detail 4. think and answer 5. values—being considerate	tenses (revision)	1. homonyms 2. guessing words from their meanings		notice			
7. Vertical Descent	1. MCQ 2. ERC 3. answer in detail 4. think and answer	the present perfect tense	synonyms in a word grid	speaking— speech	message	reading aloud— taking turns		life skills— positive thinking
<i>Wandering Singers</i>	1. wh- questions 2. think and answer 3. appreciating the poem							
Theme 4: Storytelling								
8. Cuss Interviews the Stranger	1. flowchart 2. ERC 3. answer in detail 4. think and answer	the past perfect tense	heteronyms	speaking— interview	email	pronunciation— thing and think	spelling— -ci and -ie	
9. The Blossom Tree	1. true or not true 2. ERC 3. answer in detail 4. think and answer	1. transformation of sentences 2. question tags	prefix	post-listening— story: comprehension	autobiography	dictionary work	punctuation— apostrophe	
<i>The Frog and the Nightingale</i>	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
Theme 5: Bonding over Food								
10. Uncle Richard's New Year Dinner	<ol style="list-style-type: none"> give reasons ERC answer in detail think and answer values—being a member of a community 	subject-verb agreement	<ol style="list-style-type: none"> suffix strong and weak words 	post-listening— talk: key concepts	formal letter— leave application	reading aloud— tongue twister	punctuation— hyphen	life skills— interpersonal skills
11. Memories are Made of Buttermilk	<ol style="list-style-type: none"> wh- questions ERC answer in detail think and answer values—respecting heritage 	reported speech	collocations with have and take	speaking— compare idioms and proverbs in home-language	list		spelling— -ous or -ious	project
<i>Lemon Pie</i>	<ol style="list-style-type: none"> wh- questions think and answer appreciating the poem going further 							



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THEME 2

For the Teacher Lesson Objectives

- reading a range of texts about animals and birds and developing empathy for them
- identifying the sequence of ideas and events and the main idea in the texts or poem
- making inferences based on the texts/poem
- relating texts and poem to personal experiences and values



READING

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- appreciate birds and animals.
- understand the message conveyed in the texts and the poem—that we need to take care of and respect animals and birds.

For the Teacher Lesson Objectives

- understanding and using the adverbs of degree and frequency
- understanding and using demonstrative, interrogative and reflexive pronouns



GRAMMAR

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- use words like **almost, just, never, always.**
- use words like **these, what, herself.**

For the Teacher Lesson Objectives

- understanding the pattern of fixed expressions
- using homophones



VOCABULARY

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- use expressions—**more or less, far and wide.**
- know the difference in meaning between similar sounding words—**roll and role.**

For the Teacher Lesson Objectives

- listening to a descriptive passage
- sifting information while listening



LISTENING

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- listen carefully to a passage on animal sounds.
- identify answers quickly and accurately while listening.

For the Teacher Lesson Objectives

- writing an informal letter to a friend in role and in a suitable format
- writing a descriptive account of a visit on the basis of the reading of the text and with the help of clues
- organising the content in paragraphs
- identifying the sequence of ideas and events in the main text
- using linkers to indicate connections in a paragraph



WRITING

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- write in role based on the text.
- write an interesting personal letter in the correct format.
- organise the letter in clear paragraphs.
- identify the sequence of events in the text.
- use linkers in a paragraph.

For the Teacher Lesson Objectives

- using the appropriate expressions to express surprise in formal and informal situations



SPEAKING

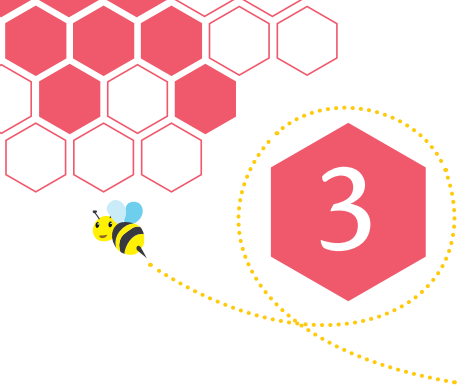
For the Student Learning Outcomes

By the end of this unit, I will be able to—

- express surprise in formal and informal ways, depending on the situation.
- take turns in pairs to have a conversation.

The Lesson Objectives also include:

- teaching values and life skills—empathy; sensitivity towards human beings and kindness to animals and birds
- punctuation—commas and single quotation marks
- reading aloud—reading a poem with clarity and expression



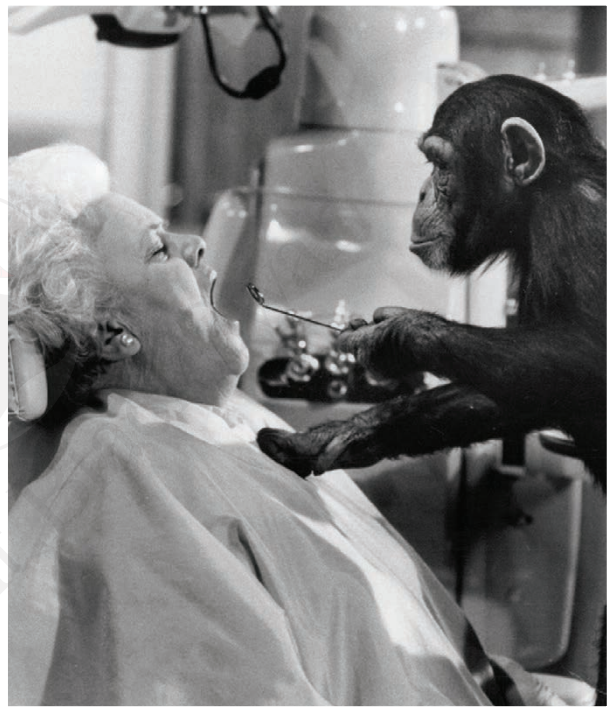
Papaya's Adventure



Warm Up



Look at these pictures. Then, discuss in pairs.



- a. What do you find interesting in these pictures?
- b. What kind of a relationship do you think these people share with their pets?
- c. List a few things that you would do to take care of your pets.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____

Papaya was an odd name to give a grey-and-white **tabby** cat with the most beautiful golden eyes and white whiskers and white paws. But the odd thing about Nira and Niren's **beloved** pet kitten was her love for papayas.

When she was a small kitten, she had smelt a ripe papaya in the big blue **china** fruit bowl in the middle of the dining table. She had jumped up and decided to taste this funny, fat fruit. She had eaten up nearly half of it before she was found by Nira and Niren.

"Let's call her Papaya," said Niren, feeling happy with himself. "That's a better name for her than Kitty."

"It's a funny name," Nira said.

That was not the only odd thing about their cat. They discovered next summer that Papaya liked to travel. She was a good travelling cat.

That summer they were to go to Kashmir for their holidays.

"But where shall we leave Papaya?" Mother asked.

No one knew. At last Mother said, "I suppose we'll have to take her along." That was just what the children wanted her to say. "We'll take care of her ourselves, like always," they promised, shouting happily.

All Papaya saw of the journey was the dark inside of a big, **closely-woven basket** which was bumped, **jolted**, **set down** roughly and **carried to and fro**. She curled herself up at the bottom of the basket, sighed deeply and fell asleep.



Do you have a pet? What did you name it and why?

tabby: a cat with brown or grey fur with dark lines or spots

beloved: greatly loved, adored

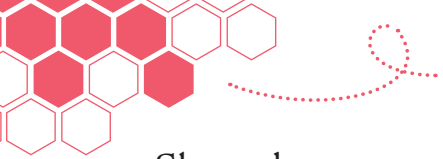
china: white clay which is baked in ovens and is used to make delicate cups and plates

closely-woven basket: here, a cane basket that has no gaps on the sides

jolted: moved suddenly or roughly

set down: kept

carried to and fro: carried back and forth



She woke up at another bump. She heard something swishing past her softly. It was much cooler too. She sat up in her basket, straightening her whiskers, and heard Nira and Niren shouting with excitement.

At this point, Papaya must be feeling—

- a. angry b. tired c. curious



“Look, look at the funny little boats with cushions and curtains!” said Nira, excitedly.

“Those are shikaras—little water taxis,” said Father.

“Wow! There’s one going by, full of flowers,” said Niren.

“And there goes one with vegetables,” added Nira.

“Oh, which is our houseboat?” asked Nira, impatiently.

“See if you can spot ‘The Star of Kashmir,’” replied Mother.

“That one? The one with pink curtains? The one with flowerpots?” Nira said, pointing to a large houseboat in front of them.

“My goodness! Look at the water lilies, Mother. Have you ever seen such enormous lilies?” Niren said, surprised.

They were having fun all by themselves, and poor Papaya was not even allowed a peep!

So, as soon as the lid of the basket was opened, Papaya sprang out with an angry miaow.

“She’s all right,” Nira cried, picking her up and squeezing her.

“Let her down,” said Mother. “She wants to look around.”

At first sight, the houseboat seemed to be a little wooden house to which they



had brought her. Pink curtains flapped in the breeze at the windows and the long leaves of a **willow tree** swayed outside. There were pots of flowers on the balcony, patterned **rugs** on the floor, a room stuffed with a sofa, calendars, magazines and wooden **knick-knacks**. It looked pretty and comfortable.

Papaya hopped up on the windowsill—and then froze. Slowly, her back **arched**, all **her hair stood on end**, and her eyes grew large and black with **horror** at what she saw.

Why do you think Papaya is so frightened?



All around the house there was nothing but a sheet of water! With a cry, she sprang down and raced away till she was in a dark corner of the **sideboard**. Then she heard everyone laugh. They had **tricked** her.

an excerpt from Cat on a House Boat by Anita Desai

willow tree: a kind of tree with drooping branches found near waterbodies in regions with cold weather

rugs: small carpets made from thick material

knick-knacks: small decorative objects

arched: curved

her hair stood on end: her hair became stiff since she was frightened

horror: great fear

sideboard: a cupboard to store knives and forks, usually kept in the dining room, to put the food on before it is served

tricked: cheated or fooled

Anita Desai (1937–) is a famous Indian novelist. In 1978, she received the Sahitya Akademi Award for her novel *Fire on the Mountain*. Her books mainly relate coming-of-age stories of young boys and girls in small villages.

Reading



A. Which sentence in the text tells you that—

1. the kitten really liked the papaya she was eating.
2. Niren was proud of the cat's name.
3. Mother was worried about leaving the kitten behind.
4. the journey in the basket was uncomfortable.
5. Nira had never seen a houseboat before.





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

1. *That was not the only odd thing about their cat.*
 - a. What is the 'odd' thing spoken about here?
 - b. What were her other special qualities?
2. *"Those are shikaras—little water taxis."*
 - a. Who said these words to whom?
 - b. Where did they find the 'shikaras'? Describe how the shikaras looked.
 - c. What did they do afterwards?
3. *"She wants to look around."*
 - a. Who is 'she'?
 - b. How did the speaker know what 'she' wanted?
 - c. What does this tell you about the speaker?

C. Answer in detail.



1. Why do you think Papaya felt that she had been tricked?
2. Do you think Papaya was 'a good travelling cat'? Explain why/why not in your own words.

D. Think and answer.



Slowly, her back arched, all her hair stood on end, and her eyes grew huge and black with horror at what she saw. Do you think Nira and Niren should not have brought Papaya to the houseboat? Discuss.

E. Know your values.



Nira and Niren promise to look after Papaya on their vacation because they want to take good care of her.

Work in pairs and discuss. You see a sparrow hopping feebly on the road. One of its wings is broken. Most people ignore it and walk away. What will you do?

We should be kind to animals, as they need love and care just like us.

Read these sentences.

- ❖ She had eaten up **nearly** half of it.
- ❖ It was **too** cold.

Nearly and **too** are **adverbs of degree**. They tell us how strong or weak something is. Other adverbs of degree include words like **almost, absolutely, completely, deeply, fully, hardly, little, totally, very**, and so on.

A. Complete these sentences with the correct adverbs of degree from the box.

almost	enough	hardly	quite	completely	too
--------	--------	--------	-------	------------	-----

1. Latha is almost as tall as Aarthi.
2. We could _____ hear the speaker.
3. The soup was _____ hot to be drunk.
4. Anil did not work hard _____.
5. Sejal was driving _____ fast.
6. Rachel went to bed as soon as we reached the hotel. She was _____ exhausted after walking up the hill.



B. Circle the adverbs of degree in these sentences.

1. It is very warm today.
2. Bea was entirely sure that her sister had hidden her socks.
3. The theatre was almost empty.
4. The scenery was absolutely astounding.
5. It was fairly late when Joe returned home.
6. The theft in Cornrow House really shocked the police.

Now, read these sentences.

- ❖ Papaya was **never** even allowed a peep.
- ❖ We'll take care of her ourselves, like **always**.

Never and **always** are **adverbs of frequency**. They tell us how often something happens. Other adverbs of frequency include words like **normally, occasionally, often, rarely, seldom, usually**, and so on.



C. Tick (✓) the adverbs of frequency in these sentences.

1. Reza [✓] normally finished his homework before the evening.
2. I usually took the bus to return home from school.
3. Arun cleaned his room every week.
4. I hardly spoke to our new neighbours.
5. Zahir never ate his lunch at home on Saturdays.
6. We regularly went to swim in the river.



D. Ratan has shown how often he does something by putting a tick (✓) for always, a cross (✗) for never and a question mark (?) for sometimes. Write down how often Ratan does these things.

1. wake up early in the morning ✓ Ratan always wakes up early in the morning.
2. go to the park to exercise ✗ _____
3. eat breakfast with my grandfather ? _____
4. drop biscuit crumbs on the balcony for the pigeons ✓ _____

5. clean my room ? _____
6. cycle to school ? _____

7. copy homework from a friend ✗ _____



GRAMMAR FUN!

Work in pairs. Identify these activities and say how frequently you participate in them.



Vocabulary

Read this sentence.

- ❖ She was carried **to and fro** in a big basket.

To and fro is a **fixed expression**. The words in a fixed expression are always used in that particular order and form a whole chunk or set phrase.

Read some more fixed expressions.

fixed expression	meaning
more or less	almost; roughly
step by step	gradually
safe and sound	unharmed
odds and ends	many different kinds of things
by and by	eventually; before long
far and wide	over a large area



Now, complete these sentences with the correct fixed expressions from the table.

1. The queen's fame spread far and wide.
2. Kirti was relieved to find her rabbits _____ in the garden.
3. I followed the recipe _____ to make the custard.
4. _____, Meira learnt how to play the flute.
5. Mother stored the _____ in the attic.
6. Neetu has _____ finished reading the book.



Writing



Imagine you are Nira and Niren and write a letter to their friend Justin, describing their first day on a houseboat in Kashmir. You can use these clues—

Paragraph 1: went to the Dal Lake from the station – excitement

Paragraph 2: sights and sounds on the Dal Lake – houseboat – how did it look – was it beautiful or strange – where was Papaya

Paragraph 3: what did Papaya do when she was let out – what did you feel – should Justin also visit Kashmir



Speaking

Read this sentence.

❖ “My goodness! Look at the water lilies, Mother.”

My goodness! expresses Niren’s surprise at the large flowers on the houseboat. Here are some other ways to **express surprise**—

formal	informal
1. This is unbelievable!	1. I don’t believe it!
2. I am really surprised!	2. My goodness! Is that true?
3. It is really surprising that..	3. Well! Who would’ve thought...?
4. What a pleasant surprise!	4. Wow!
5. How strange!	5. You’re joking!

Work in pairs. Take turns to express surprise in these situations.

1. You meet an old friend unexpectedly, while returning home from the park.
2. Your friend and you have just seen a famous cricketer at the bus stop.
3. Your brother has found your favourite pen which you had lost a month back.



THINK PAIR SHARE

Look at these pictures. Try to guess why each of the figures is expressing surprise.





Punctuation

Read this sentence.

- ❖ She had jumped up and decided to taste this funny, fat fruit.

The highlighted punctuation mark is a **comma**. We use commas (,)—

1. to separate two or more items in a list.

- ❖ We visited Jaipur, Udaipur, Jaisalmer and Jodhpur during our school trip.

2. to separate two or more adjectives.

- ❖ Simba is a happy, lively puppy.

3. before a conjunction like **but, for, or, not, so** and **yet**.

- ❖ I love walking, but I do not like running.

4. to separate the elements of an address.

- ❖ 21, Rashbehari Avenue, Kolkata 102

A. Put commas in the correct places in this paragraph.

Swathi loves feeding Bunny for Bunny is her sweet fluffy pet rabbit. Every day, Swathi goes to the park nearby. She gathers some fresh grass in a bag for Bunny. Bunny loves grass and carrots. When Mother goes out to the market, she buys cabbages carrots spinach apples and lettuce leaves for Bunny. Swathi also helps feed Bunny. She holds the carrot in one hand and watches Bunny finish it bite by bite.



Read these words.

- ❖ 'Star of Kashmir'

We use **single quotation marks** (') for the titles of films, poems, books, short stories, and so on.

- ❖ 'The Wind in the Willows' is my favourite book.

- ❖ Have you watched 'Finding Nemo'?

B. Tick (✓) the sentences in which single quotation marks are used correctly. Correct the incorrect ones.

1. I am looking for a book called Nine o'clock Tales. _____
2. Anish has finished watching 'The Age of Dinosaurs'. _____
3. Have you heard of the poem The Land of Storybooks by 'R L Stevenson'? _____
4. Our teacher has told us to read 'Just So Stories'. _____

Project

Work in groups of four. Make a chart on the houseboats in Kerala and Kashmir.

- ❖ Give an interesting title.
- ❖ Say why and how exciting it is to stay in a houseboat.
- ❖ Add background information about the different kinds of houseboats used in Kashmir and Kerala.
- ❖ Decorate it with pictures of houseboats.



KNOW INDIA!

Noon *chai* is a traditional Kashmiri tea beverage. It is specially made with tea leaves boiled in milk and salt in a samovar, a huge metal container. A pinch of baking soda is then added for the pink colour. Kashmiris have *noon chai* two or three times a day with traditional Kashmiri breads like *lavasa*, *sheermaal*, *girida*, *bakarkhani* and *kulcha*. It is served to guests with sugar and dry fruits.





Warm Up

Here are a few amazing facts about some birds—



Hummingbirds are the smallest birds in the world. They can flap their wings twenty to seventy times per second to stay suspended mid-air like a helicopter. They are the only birds which can fly backwards and upside-down.



Ravens are even better than parrots at mimicking human speech. They can also imitate the sound of car engines. When they live in forests, ravens often imitate the calls of animals to confuse them.



Owls can rotate their heads about 270 degrees to their left and right. Being short-sighted, they depend on their powerful sense of hearing to locate their prey. As they can also detect the height at which the sound is made, they can calculate the exact location of their prey.

Do you know about any other birds with special characteristics? Share your views with your class.



It was a hot and dry day. The wind **howled** in the plains. Rachel sat on the bed, hand-stitching a quilt. She had just finished when the door swung open and her father came in.

Can you guess the kind of place Rachel lives in? What does her father do for a living?

“Hot day out there,” he said, wiping his forehead.

Rachel ran to him and proudly showed him her **masterpiece**. It was a cheerful quilt with neat stitches outlining the colourful squares.

“That’s a mighty fine piece of work.” He nodded. “Let us go into town this Saturday. You can show off your quilt. I’ve got a sack of onions ready to take to the market.”

On Saturday, the family excitedly drove to the nearest town, twenty miles away, and stopped at the general store. While her brother and sister explored the store and her parents spoke to the **grocer**, Rachel wandered to the doorway to look at a bright yellow bird in a cage. It hopped from perch to perch, rarely standing still. A man who had stopped by was also watching the bird intently. “It listens to the wind,” he told Rachel before walking away.

What do you think the man means?



howled: made a long and loud crying sound
masterpiece: a work of great skill

grocer: a person who sells foodstuff and small household goods



Her parents appeared a moment later. At the same time, the little bird lifted its head, swelled its chest, and sang out a joyous **trill**. Rachel saw her mother's face light up with delight.

Quietly, Rachel **traded** her beautiful quilt for the bird.

Rachel exchanged her quilt for the canary.

What does this tell you about her?



Back home, the little canary entertained them endlessly. They called him Sir **Gallant** because he battled with the wind. The louder the wind, the more loudly he sang. The competition was so fierce that sometimes everyone burst out laughing. Sir Gallant **lifted their spirits**, turning dusty days into sunshine days.

Rachel often thought about what the man in the store had said. She had heard the wind but, unlike the canary, she had never listened to it herself. Now, when she tried hard, she could hear music in the wind. The music was **faint** and hidden in the background and she needed her imagination, but it was there if she truly listened. She began humming the sounds she heard. "That's a pretty tune," her mother commented one day, "What song is that?" Rachel didn't reply, unsure how to explain, and her mother did not **press the question**. Soon, she, too, began humming.

One afternoon, Rachel noticed the canary sitting motionless on his perch. "Is Sir Gallant sick?" she asked in alarm.

"No. It's just a dark day outside," her mother reassured her. "It'll be raining soon and he probably doesn't feel like singing."



Do animals generally behave differently in bad weather? Discuss.

trill: musical note

traded: exchanged

Gallant: a reference to the bravery of knights in the olden days

lifted their spirits: made them happy

faint: here, very low

press the question: ask repeatedly and forcefully

But Rachel knew that something was wrong. While Sir Gallant stopped singing from time to time, he had always hopped about his cage. She went to the door and looked outside. It was very quiet, no wind or sounds of birds or **prairie dogs**. She saw black thunderclouds **stacked** high into the sky. There was a heaviness to the air and a prickly feeling.

The man's words echoed in Rachel's mind. "It listens to the wind."

Rachel thought about Sir Gallant's odd behaviour and the angry thunderclouds and how strange it felt. When she listened carefully, she caught a faint **rumble** of thunder.

Suddenly, Rachel knew they were in danger. "Mother," she shouted. "It's a **tornado**!"

Immediately, the family ran to the cellar at the side of the house. Rachel ran to the fields to warn her father, shouting and waving her arms.

Why do you think the family runs into the cellar?



"What's wrong?" he yelled.

"Tornado," she shouted.

"I don't see anything, but I can bring in the animals. I'll come back to the house with them."

"No! There's no time!"

As they ran to the cellar, rain drenched their bodies and a thunderous roaring **pounded** the air.



prairie dogs: a kind of ground squirrel in North America

stacked: piled

rumble: a deep, continuous sound

tornado: a violent wind storm that moves very fast in a circle or funnel, extending from the clouds to the ground, causing great destruction

pounded: here, ripped through the air with great force



The tornado lasted only minutes, although it felt like hours. When the family finally **emerged** from their shelter, they were **relieved** to find their cabin **intact**. The animals had escaped the tornado but their fields were destroyed. The loss of crops would make things more difficult, but they felt happy to be alive. They were safe because of a little yellow bird.

Anne Carol Moore

emerged: came out of

intact: whole and unharmed

relieved: grateful; happy

THINK PAIR SHARE

Discuss the meaning of the word 'instinct'. Tell each other anecdotes or short stories you know about the strong instinct of animals.



Anne Carol Moore (1871–1961) is an American writer and champion for children’s libraries. She demanded that children be treated with respect and as separate individuals and set a high standard for writing stories for children. In 1960, she was awarded the Regina Medal for her pioneering work in children’s library services.

Reading

A. Mark these sentences as true (T) or not true (NT).

1. A cool breeze was blowing outside the cabin when Rachel’s father returned. _____
2. Rachel’s brother first heard the canary singing. _____
3. The tune that Rachel was humming was one that she had picked up by listening to the wind. _____
4. Rachel’s father wanted to send the animals to safety before running home. _____
5. The tornado destroyed their crops but Rachel’s family were grateful to be alive. _____



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

1. *“That’s a mighty fine piece of work.”*
 - a. Who said these words to whom?
 - b. What were they talking about?
 - c. Did the speaker actually like the piece of work? How do you know?
2. *A man who had stopped by was also watching the bird intently.*
 - a. Who was the other person watching the bird?
 - b. Where were these people standing?
 - c. What did the man tell the other person about the bird?

C. Answer in detail.

1. Why was Rachel’s family excited about going to the market?
2. How did the canary bring joy into the lives of Rachel and her mother?
3. When did Rachel realise that something was wrong with the canary? What does it tell you about Rachel?

D. Think and answer.

1. How did the stranger’s words affect Rachel? How do they become important in the story?
2. The quilt was Rachel’s masterpiece. Did she do the right thing by exchanging it for the canary? Explain.

E. Know your values.

When Rachel realises that a tornado is about to hit, she first runs to the field to warn her father and then returns to the safety of the cellar. This is because she cares for his safety.

You have an exam and are hurrying to school when you see a small child injured and crying in the middle of the road. No one is stopping to help him. What will you do?

We should always try to be selfless in our actions. We should take care of others and try to help them whenever possible.

Read these sentences.

- ❖ **That** is a mighty fine piece of work.
- ❖ **What** song is that?

The words **that** and **what** are **pronouns**.

In the first sentence, **that** is a **demonstrative pronoun**. We know that we use it to indicate whether a person, place or thing is near or far.

In the second sentence, **what** is an **interrogative pronoun**. We use interrogative pronouns to ask questions.

A. Choose the correct words from the box to complete these sentences.

where	who	that	what	this	these	why
-------	-----	------	------	------	-------	-----

1. **That** house, right behind the trees, is our house.
2. “ _____ lost an umbrella yesterday?”
Maya asked.
3. Ria used to tell us _____ stories
every night.
4. “ _____ is the matter with the
telephone? I cannot hear anything,” Mother said.
5. I promised that I would get _____ box of crayons for my sister.
6. “ _____ is the bus stop?” Patty asked.
7. _____ did Atul disappear after lunch?



Now, read this sentence.

- ❖ She had never listened to it **herself**.

Herself is a **reflexive pronoun**. It is used to refer back to the subject of the sentence.

B. Complete these sentences with the correct reflexive pronouns.

1. He was talking to **himself** while walking.
2. The children were playing by _____ under the tree.

3. We baked this cake by _____ .
4. The fire went out by _____ .
5. Did you knit this sweater _____ ?
6. We saw Anandi carrying the bags _____ .



C. Complete these sentences according to the instructions in the brackets.

1. This route is the shortest way to the hospital.
(demonstrative pronoun)
2. _____ did I keep my umbrella? (interrogative pronoun)
3. Here are the cards I bought from Goa.
_____ cards are for you.
(demonstrative pronoun)
4. We painted the walls _____.
(reflexive pronoun)
5. _____ brought the flowers from the shop?
(interrogative pronoun)
6. “_____ didn’t you call us when you fell down?” Ila asked.
(interrogative pronoun)



Vocabulary

Read these sentences.

- ❖ Rachel **knew** that something was wrong.
- ❖ She bought a **new** shawl.

The highlighted words are **homophones**. They have the same sound, but different spellings and different meanings.



Complete these sentences with the correct words from the brackets.

1. The _____ walked into the village as the trees in the forest were _____. (bare / bear)
2. I need to _____ greeting cards from the store _____ the road. (by / buy)
3. I _____ that the music festival will be held in the grounds _____. (here / hear)
4. The teacher gave each of us a _____ just before the _____ call. (roll / role)
5. The doctor said that Shane would feel _____ for at least a _____. (week / weak)
6. Reza and Rohan spent an _____ in _____ house. (hour / our)

Writing

Read this paragraph.

First, Rachel listened to the wind. She heard the thunder and knew that a tornado was coming. **Then**, she warned her mother about it. Her mother rushed with her brother and sister into the cellar. She **also** took the canary. **Next**, Rachel ran towards the fields to warn her father. Her father could not see the tornado and thought that he would have time to return home with his oxen, but Rachel told him to hurry. **Finally**, she ran into the cellar with her father, completely drenched in the rain.

The words **first**, **then**, **also**, **next** and **finally** are called **linkers**. They are used to connect ideas, sentences and paragraphs.



Write a paragraph in your notebook about Sir Gallant using linkers. You can use these clues—

was singing a trill – Rachel exchanged her quilt for him – named Sir Gallant as he competed with the wind – his music lifted Rachel’s mother’s spirits – Rachel also started listening to the wind like him – she noticed he was absolutely still – realised there was a tornado – understood what the stranger had meant about it listening to the wind

Listening



Listen to this passage. As you listen, match the sounds in A with the animals in B.

A
1. cluck
2. buzz
3. moo
4. peep
5. bleat
6. hiss
7. quack
8. croak

B
a. cows
b. ducks
c. frogs
d. snake
e. goats
f. mother partridge
g. baby partridge
h. bee



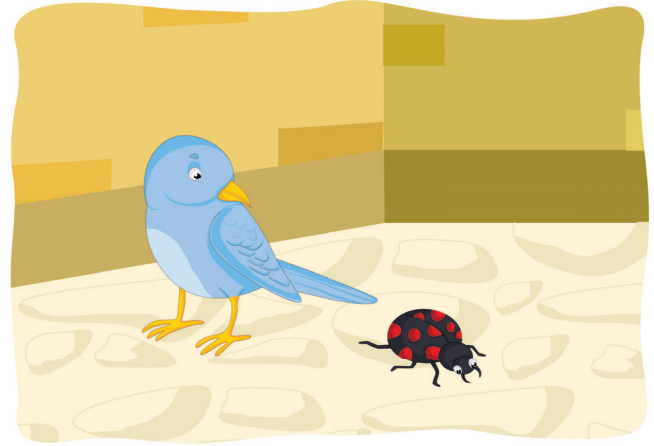
Listen to this poem.

A Bird Came Down the Walk

A bird came down the walk:
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

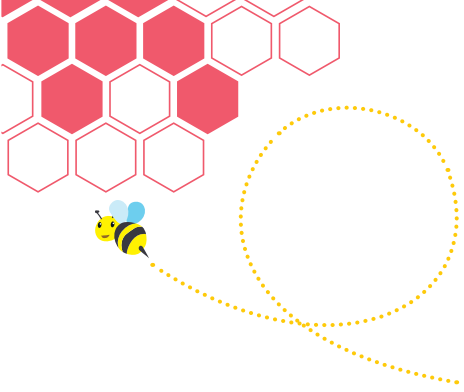
And then he drank a dew
From a convenient grass,
And then hopped sideways to the wall
To let a beetle pass.

Emily Dickinson



Now practise reading it aloud in class. Remember to—

- ❖ speak clearly.
- ❖ put stress on the right words.



A Minor Bird



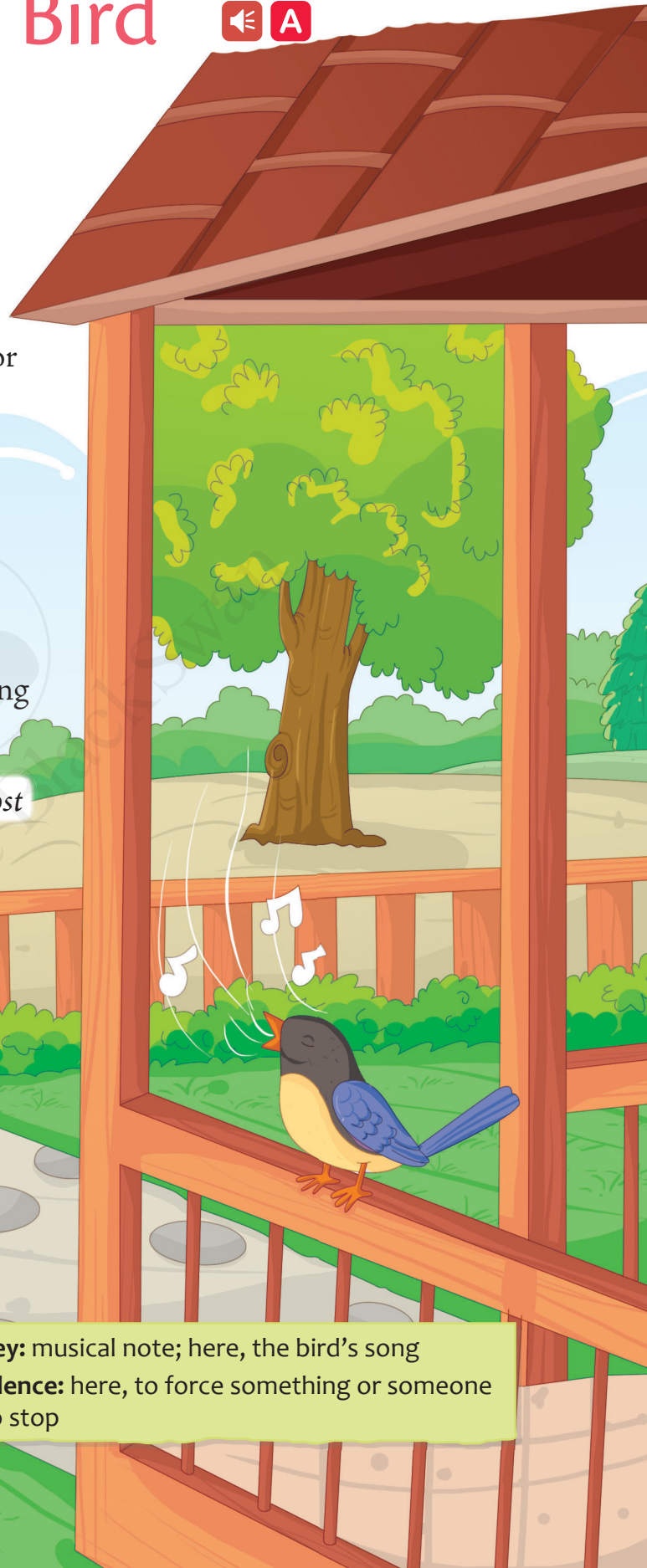
I have wished a bird would fly away,
And not sing by my house all day;

Have clapped my hands at him from the door
When it seemed as if I could **bear no more**.

The fault must partly have been in me.
The bird was not to blame for his **key**.

And of course there must be something wrong
In wanting to **silence** any song.

Robert Frost

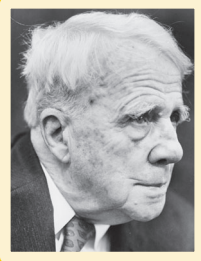


minor: small; not important

bear no more: could not listen to it any longer

key: musical note; here, the bird's song

silence: here, to force something or someone to stop



Robert Lee Frost (1874–1963) was an American poet. He was famous for describing rural life in America in the early twentieth century in his poetry. Frost received the Pulitzer Prize for Poetry four times.

In this poem, the speaker is very irritated with the song of a little bird. He tries to get rid of the bird by scaring it away, but it keeps returning. He then realises that singing is natural to the bird. He finally understands that songs should never be forced to stop as they are very special.

Reading

A. Answer these questions.

1. Why was the speaker annoyed?
2. What irritated him the most? How did he try to solve the problem?
3. In the beginning, whose fault did the speaker think it was? Whose fault did he think it was later?

B. Think and answer.

1. What would you do if a bird came to your house every day and sang? Would you want it to go away? Discuss in pairs.
2. Do you think the speaker clapped his hands because he enjoyed the bird's song? Explain why.

C. Appreciating the Poem

Sometimes poems have messages for the reader. In this poem, the speaker learns about the beauty of little things around him.

And of course there must be something wrong

In wanting to silence any song.

Why is it wrong to silence a song? 

D. Going Further

A **beat** is a rhythmic movement in a poem. There is a set beat to this poem. Read the poem aloud and keep the beat as you read.



TAKE OFF



Work in small groups of five and choose any one of these.



1. Discuss how many books each of you has read on animals or birds. Then, make a list of the books and bring them to make a small lending library in your class. Decide on—
 - ❖ the rules for lending – how many books can one person borrow, how many days can he/she keep the books for, and so on
 - ❖ the rules for returning the books – the borrower must return the book intact, no one should scribble in them or tear pages out or damage them in any way
 - ❖ the design of the borrower's card

Now share your books with all your friends and have fun!

2. Collect photographs of different species of birds in India. Then, have a quiz in your class to find out how many birds you can identify. Make a scrapbook with the photographs and share.

3. One day, Papaya, Sir Gallant and the song bird meet. Work in groups of three and role play the conversation that they have.

LEARNING JOURNAL

- What I enjoyed learning in this unit _____; _____; _____
- What I did not learn completely _____; _____
- What I will practise more to improve _____; _____

NEW

BUZZWORD

English For Schools

CLASS 5



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Buzzword series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

The New Buzzword series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Critical Thinking, Creativity	Think-Pair-Share	7, 103
Communication	Warm Up	32, 130
	Speaking	23, 109
Collaboration	Think-Pair-Share	41, 48, 78
Social and Emotional Learning	Know Your Values	8, 49, 79
Multiple Intelligences	Take Off	29, 57, 97, 155
	Warm Up	15, 60

Experiential/Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Speaking	41
	Project	151

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Project (EVS)	43
	Vertical Descent (Geography)	84
Art Integration	Take Off	29, 97
Values	Know Your Values	20, 36, 65, 135
Life Skills	Life Skills	24, 72, 94, 141

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	A Battle in the Jungle	60
	The Blossom Tree	110

The NEP parameters	Features	Page nos.
Know more about India	Know India	43, 72, 121

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching-learning process

ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio, Grammar Games, Interactive Tasks for Practice and Revision
 Teachers' Smart Book - Summary, Animations, Interactive Tasks, Slide shows, Picture Galleries, Audio, Embedded Questions, Teachers' Resources, Question-paper Generator

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts
 TRP CD: Grammar Slide shows, Question Bank with Answers for the Textbook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions and Answers, Listening and Speaking, Audio Tracks for Listening and Speaking, Sample Question Papers with Answer Key
 Teachers' Portal - Chapters (with Lesson Plans, Animation, Audio, Listening Audio, Presentation, Picture Gallery, Summary, Students' Book Answer Key, Worksheet, Question Bank with Answer Key), Heritage PPT, Question Bank with Answer Key, Answers to Worksheets, Comprehension Passages, Listening and Speaking, Sample Question Paper with Answer Key, Answer Key to Exercises in the Textbook



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