

HANDS ON English 4



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EDUCATION (I) PVT. LTD.

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Mumbai (Head Office):

4940/1B, Dhobiwadi, Dr. Jaykar Marg,
Opp. Datta Mandir, Thakurdwar, Mumbai-400002, India
(t) +91-22-22076960 / 63 (f) +91-22-22064683 / 84

Noida (Corporate Office):

B-66, Sector-80, Noida, U.P. - 201306 India
(t) +91-120-4201396 (f) +91-120-4201397

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Preface

SAAR's 'Hands on English' is a English series for grades 1 to 5 designed in accordance with the requirement of the latest curriculum prescribed by the National Curriculum Framework of NCERT.

SAAR believes in imparting knowledge that is transferrable to daily life, is fun to learn and helps to acquire values. The core structure focuses on both scholastic and co-scholastic activities. The idea of this series is to arouse an educated awareness among students; and develop them as Inquirers, Thinkers, Communicators & Risk-takers with tasks based on-

- Conceptualisation (Knowledge & Understanding)
- Reflection (Observation & Review)
- Application (Relate to Real Life)
- Connection (Transfer Knowledge across Subjects)

The course is structured around everyday themes, so that students can study the lessons in context to real life through their own hands-on experiences. Research has shown that children learn: 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR & READ, 70% of what they SAY and 90% of what they DO! Therefore, the concepts have been developed based on the Concrete-Pictorial-Abstract (CPA) approach.

The series follows an integrated approach to provide the students an opportunity to stimulate and enhance their aptitude, cognitive and analytical skills, and also develop life skills related to the subjects so that they can adjust with their surroundings and their milieu a lot better.

There is an added activity by the name 'Fun Time' at the end of every chapter. 'Review Sheets' and 'Evaluation Sheets' given in the books provide scope for continuous review and evaluation.

The course structure also assists in sensitising children to be self aware and develop positive attitude towards life & environment. The students can be evaluated according to the following skills:

- Life Skill : Thinking Social Emotional
- Attitude towards : Schoolmates Teachers Environment
- Values : Discipline Care & Share Respect

A Walkthrough of the 'Hands On English Series'

HANDS ON is a primary school level academic programme governed by the principles of **Experiential Learning**. These learnings have been addressed in the following way:

1 May 1?

Let's Get Started
Do you ever exchange or share your tiffin box with your friends? Do you ask for their permission first before having some of their yummy meals or do you take it without asking just because you are good friends? Will you call it Stealing? Discuss in class.

Key Words

- craved** : to want or need something very much
- stately** : grand
- pretending** : acting as if something is the case, when in fact it is not
- pounced** : jumped suddenly
- plunge** : push in the water
- dunk** : dip
- spluttered** : made a series of choking sounds

Muralidhar and his wife Sunita lived in a small village near a river. Muralidhar was a lazy man who did not like to work much. He was very fond of drumstick *sambar*. One day, he **craved** to eat it. Since there were no drumsticks in the house, his wife asked him to go to the market and get some drumsticks. Near their house was Rajagopal's field. In its corner grew two **stately**



Let's Get Started
pre-reading activity

Key Words
to comprehend meaning of new words

Rajagopal was about to do what the tree, apparently, told him to do when Muralidhar spluttered and cried out, "I'm sorry! I promise I won't steal from you again!" Rajagopal let him go with a warning. Muralidhar had learnt his lesson. From that moment on, he never stole anything again.

Let's Answer

A Fill in the blanks with the words from the lesson.

- Muralidhar and his wife lived in a small village near a _____.
- Muralidhar loved _____ *sambar*.
- At the corner of Rajagopal's field were two _____ drumstick trees.
- Rajagopal realised that someone was _____ drumsticks from his trees.

B Answer the following questions.

- Name the main characters in the story.
- What was Muralidhar fond of?
- Why did his wife ask him to go to the market?
- What did Muralidhar do instead of going to the market?
- Who caught Muralidhar?
- What did Rajagopal do with Muralidhar?

C Oral Discussion:

- How did the incident change Muralidhar?
- What lesson can we learn from the story?

HOTS

- Do you think that it was right on Muralidhar's part to ask for permission from the tree and not its owner? Why?
- Do you think Rajagopal was right in doing what he did?

HOTS
to encourage lateral thinking

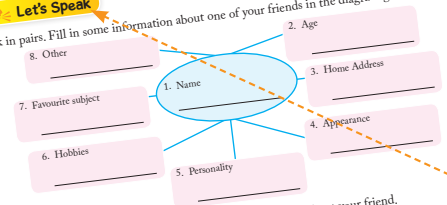
Let's Answer
comprehension questions

Let's Listen
Isha and her classmates went on an educational visit to the National Museum. While returning, they noticed that one of their classmates was missing. Immediately they informed their teacher. The teacher informed the local police station about the missing girl. Now, listen and complete the missing person form.

Missing Person Form

Name: _____
 Boy/Girl: _____ Age: _____
 Height: _____
 Hair: _____
 Skin: _____
 Any other feature: _____
 Last seen: _____
 Name of the person reporting: _____
 Relationship with the missing person: _____
 Contact details: _____

Let's Speak
Work in pairs. Fill in some information about one of your friends in the diagram given below.



Use the information in the diagram to tell another classmate about your friend.
[Note: Such diagrams are known as graphic organisers.]

Let's Listen
practice of phonics and listening skills

Let's Speak
to develop speaking and spelling skills

Rajagopal was about to do what the tree, apparently, told him to do when Muralidhar spluttered and cried out, "I'm sorry! I promise I won't steal from you again!" Rajagopal let him go with a warning. Muralidhar had learnt his lesson. From that moment on, he never stole anything again.

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6. What did Rajagopal do with Muralidhar?

C Oral Discussion:

1. How did the incident change Muralidhar?
2. What lesson can we learn from the story?

HOTS

1. Do you think that it was right on Muralidhar's part to ask for permission from the tree and not its owner? Why?
2. Do you think Rajagopal was right in doing what he did?

Let's Build Grammar

contextual grammar with definition, examples & exercises

Let's Build Vocabulary

vocabulary building tasks

Let's Do

learning by doing

Values and Life Skills

to hone co-scholastic abilities & inculcate values in children

Weblinks

interesting internet links

Let's Read

reading skill tasks

Let's Write

to hone writing skills

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2. What lesson can we learn from the story?

Did You Know?

There is a disorder related to stealing! It is called Kleptomania.

It is a disorder where a person is unable to refrain from the urge to steal things and usually steals when tempted by that urge, even when there might be no personal use or financial gain from that steal. This disorder was first described in 1816. It is a disease and people suffering from it need empathy and also the correct treatment instead of getting shamed and punished. But definitely not all of the people who steal suffer from kleptomania. Do you think Muralidhar was a kleptomaniac? Discuss this in class with your teacher.

Let's Do

For the next two days keep a mental note and list down every instance when you use the words 'May I?' or 'Can I?' whenever you ask a question. Come back to class after that and discuss. Do you have a fruit and/or vegetable garden near your house or school? Make a list of and then collect pictures of the trees therein your scrapbook. It would be so much fun to go tree spotting!

Values and Life Skills

Imagine you go to a park to play, and you see children plucking beautiful flowers from the garden. What will you do?

- a) Join those children and pluck flowers.
- b) Tell the children not to pluck flowers.
- c) Ignore the children and continue playing.

What made you take your decision? Why do parks have "Do not pluck flowers" written at their entrance?

Weblinks

Check these out for more clarity on the word 'may'
<https://youtu.be/INCYC90UIIw>
<https://youtu.be/-jBSwA9x9oQ>

Contents

1. May I?	1
Fun Time	9
2. The Smart Brain	10
Fun Time	19
3. Little Things	20
Review 1	22
4. The Doctor's Home	24
Fun Time	33
5. Mothering Nature.....	34
Fun Time	44
6. Shadow	45
Review 2	48
7. The First Flight	50
Fun Time.....	59
8. The Midas Touch	60
Fun Time	68
9. On the Bridge	69
Review 3	72
Evaluation 1	74
10. Mullah Nasruddin and His Neighbour	78
Fun Time	87
11. The Brilliant Whitewasher	88
Fun Time	97

12. I Wandered Lonely As a Cloud	98
Review 4	101
13. The Incapable Man	103
Fun Time	111
14. Magic Mirror	112
Fun Time	120
15. I Remember	121
Review 5	123
16. The Bibliophile	125
Fun Time	134
17. The Time Machine	135
Fun Time	142
18. The Moon	143
Review 6	145
Evaluation 2	147
Listening Text	150

SAR Education
Be Safe

Skill-Content Mapping

Sr. No	Name of Lesson	Page No.	Genre	Values	Grammar/ spelling rules/ sounds	Reading Skills	Writing Skills	Speaking Skills
1.	May I?	1	Short Story	Importance of kindness and compassion	Proper noun; common noun; abstract and concrete nouns	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Acrostic poem; blanks; short answers; mind maps; missing person's form	Explaining and deciphering graphic organisers
2.	The Smart Brain	10	Short Story	Love and respect towards elders	Definite and indefinite articles; homophones	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; establishing cause and effect & diary entry	Debating
3.	Little Things	20	Poetry	Importance of kindness and compassion	Poetic License; rhyme and rhythm	Dealing with unfamiliar words; understanding writers' style; reacting and responding to the text; evaluating the text	Short answers	Recitation
4.	The Doctor's Home	24	Short Story	Kindness and compassion towards animals	Singular and plural	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; letter writing	Discussion; oral rendition
5.	Mothering Nature	34	Biography	Compassion towards nature	Subject verb agreement; subject and object of verbs; intransitive verbs; Subject and predicate	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; paragraph writing	Describing actions

Sr. No	Name of Lesson	Page No.	Genre	Values	Grammar/ spelling rules/ sounds	Reading Skills	Writing Skills	Speaking Skills
6.	Shadow	45	Poetry	Awareness of self and the world us	Poetic License; Rhyme and Rhythm	Dealing with unfamiliar words; understanding writers' style; reacting and responding to the text; evaluating the text	Short answers	Recitation
7.	The First Flight	50	Biographical story	The need for risk taking and experimentation for innovation	Tenses: Simple present an present continuous	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; writing a biography	Dramatic rendition
8.	The Midas Touch	60	Mythology	Greed is a vice	Types of sentences; homonyms; homophones	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; writing a character sketch	Oral rendition of folks tales
9.	On the Bridge	69	Poetry	Appreciation of nature	Poetic License; Rhyme and Rhythm	Dealing with unfamiliar words; understanding writers' style; reacting and responding to the text; evaluating the text	Short answers	Recitation
10.	Mullah Nasruddin and His Neighbour	78	Folk-tale	Unity in diversity	Auxillary verbs; modals	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; writing a folk-tale; suffix	Dramatic rendition
11.	The Brilliant Whitewasher	88	Short Story	Importance of developing a kind and enterprising personality	Past tense; suffix	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; writing a leave letter	Making a speech
12.	I Wandered Lonely As A Cloud	98	Poetry	Appreciation of nature and natural beauty	Poetic license; rhyme and rhythm	Dealing with unfamiliar words; understanding writer's style; reacting and responding to the text; evaluating the text	Short answers	Recitation

Sr. No	Name of Lesson	Page No.	Genre	Values	Grammar/ spelling rules/ sounds	Reading Skills	Writing Skills	Speaking Skills
13.	The Incapable Man	103	Short Story	The art of persuasion	Adjectives: possessive and demonstrative; sentence forms	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; essay writing	Role play
14.	Magic Mirror	112	Short Story	Cleanliness is next to Godliness; Importance of humility	Singular and plural nouns; question words	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; descriptive passage	Oral rendition
15.	I Remember	121	Poetry	The importance of sleep	Poetic license; rhyme and rhythm	Dealing with unfamiliar words; understanding writer's style; reacting and responding to the text; evaluating the text	Short answers	Recitation
16.	The Bibliophile	125	Short Story	Conservation of resources	Adverbs; prefix and suffix	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; application for leave	Dramatic rendition
17.	The Time machine	135	Short Story	The need for risk taking and experimentation for innovation	Adverbs: time, place, manner, sequence, frequency, degree; apostrophe	Reading for specific information; evaluating the text; inferring; dealing with unfamiliar words	Blanks; short answers; descriptive writing	Narration
18.	The Moon	143	Poetry	Appreciation of nature	Poetic license; rhyme and rhythm	Dealing with unfamiliar words; understanding writers' style; reacting and responding to the text; evaluating the text	Short answers	Recitation

1

May I?



Let's Get Started

Do you ever exchange or share your tiffin box with your friends? Do you ask for their permission first before having some of their yummy meals or do you take it without asking just because you are good friends? Will you call it Stealing? Discuss in class.

Key Words

craved	: to want or need something very much
stately	: grand
pretending	: acting as if something is the case, when in fact it is not
pounced	: jumped suddenly
plunge	: push in the water
dunk	: dip
spluttered	: made a series of choking sounds

Muralidhar and his wife Sunita lived in a small village near a river. Muralidhar was a lazy man who did not like to work much. He was very fond of drumstick *sambar*. One day, he **craved** to eat it. Since there were no drumsticks in the house, his wife asked him to go to the market and get some drumsticks.

Near their house was Rajagopal's field. In its corner grew two **stately**

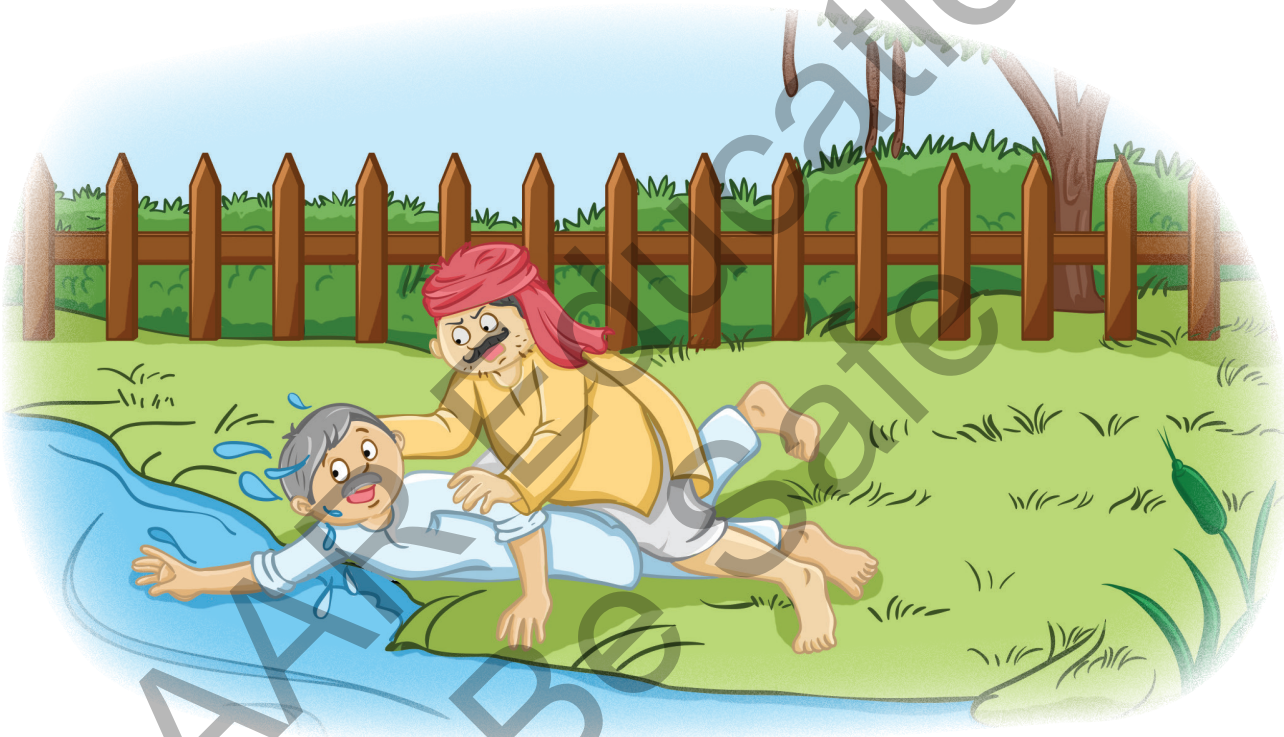


drumstick trees. Muralidhar, being a lazy man, decided to go to Rajagopal's field for the drumsticks instead of going all the way to the market. But how could he pluck the drumsticks without Rajagopal's permission!

So he walked towards the tree, cupped his hands on its trunk and whispered, "May I pluck a few drumsticks from your branches?"

"Of course, Muralidhar!" he replied, **pretending** to be the tree. "Take as many as you want."

"If you say so, I shall," said Muralidhar.



So he plucked eight of the juiciest drumsticks and went home. His wife Sunita cooked a delicious sambar with the drumsticks he had brought. Since then whenever he craved drumstick sambar, he would walk to Rajagopal's field, ask the tree for its permission and would pluck as many drumsticks as he wanted.

Soon Rajagopal realised that someone was stealing drumsticks from his trees. One day, while he was busy working on his field, he saw Muralidhar entering his field. As usual, Muralidhar went to the tree, took its permission and plucked some drumsticks. Rajagopal immediately pounced on him and held him under the tree. He then asked the tree, "May I hold him here, under the sun, and tie him around you?"

Then, pretending to be the tree, he himself replied, "Tie him around my trunk forever! Let him stay here with me, and eat as many drumsticks as he wants."



Rajagopal was about to do what the tree, apparently, told him to do when Muralidhar spluttered and cried out, “I’m sorry! I promise I won’t steal from you again!” Rajagopal let him go with a warning. Muralidhar had learnt his lesson. From that moment on, he never stole anything again.



Let's Answer

A Fill in the blanks with the words from the lesson.

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C Oral Discussion:

1. How did the incident change Muralidhar?
2. What lesson can we learn from the story?



HOTS

1. Do you think that it was right on Muralidhar’s part to ask for permission from the tree and not its owner? Why?
2. Do you think Rajagopal was right in doing what he did?



 **Let's Listen**

Isha and her classmates went on an educational visit to the National Museum. While returning, they noticed that one of their classmates was missing. Immediately they informed their teacher. The teacher informed the local police station about the missing girl.

Now, listen and complete the missing person form.

Missing Person Form

Name: _____

Boy/Girl: _____ Age: _____

Height: _____

Hair: _____

Skin: _____

Any other feature: _____

Last seen: _____

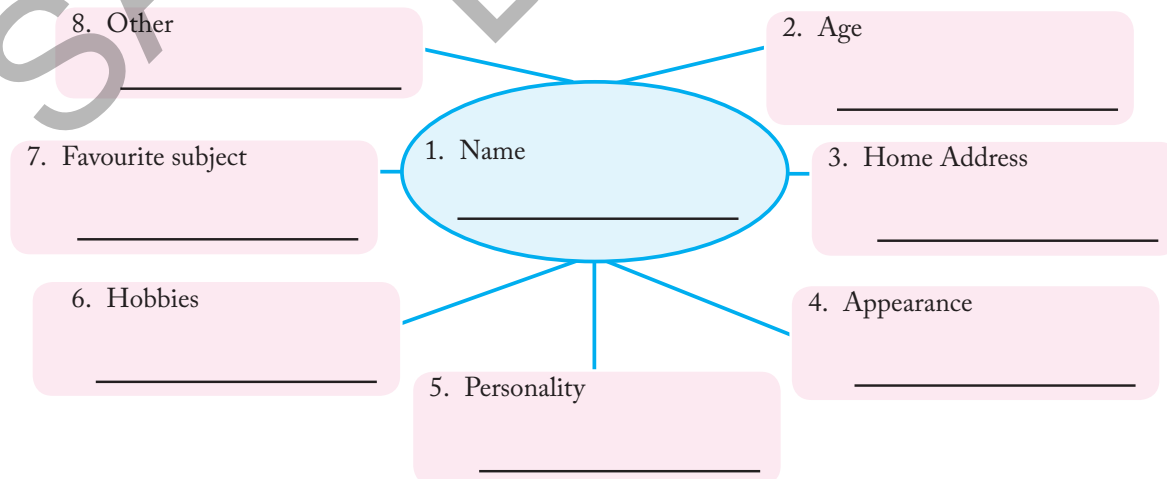
Name of the person reporting: _____

Relationship with the missing person: _____

Contact details: _____

 **Let's Speak**

Work in pairs. Fill in some information about one of your friends in the diagram given below.



Use the information in the diagram to tell another classmate about your friend.

[Note: Such diagrams are known as graphic organisers.]



Let's Read

There is a distinct difference between using 'May I?' and 'Can I?'

May refers to seeking or giving permission.

Can refers to asking about or stating one's capability to do something.

Often not just children but grown-ups use them interchangeably and that results in speaking incorrect English.

Watch this video to learn more:

<https://youtu.be/swUxjHVKN0Q>

It is very important to use both of them correctly.



Let's Write

What is an **acrostic poem**?

An acrostic poem is said to be a type of poetry where the first, last, or other letters in a line spell out a particular word or a phrase. The word or phrase can be a name, a thing, or any other word.

For example: SITA

S	mart
I	ntelligent
T	alented
A	ctive

Now, write an acrostic poem about any classmate. Share it with the class.



Let's Build Grammar

Proper Nouns

We have learnt about proper nouns in the previous class.

A proper noun names a particular person, place, animal, or thing.

For example: Muralidhar, Rajagopal

Common Nouns

We have also learnt about common nouns earlier.

A common noun is a word that represents the common name of a person, place, animal, or thing of the same kind.

For example: drumstick, river

Abstract and Concrete Nouns

Read this sentence.

Rajagopal let him go with a **warning**.

Muralidhar went to the tree, took its **permission** and plucked some drumsticks.

The underlined nouns are the names of certain things. We can see and touch them.

Such nouns are called concrete nouns.

The highlighted nouns (warning, permission) refer to some fact or detail, which is intangible. Such nouns are called abstract nouns.

Abstract nouns are the names of qualities (e.g., talent, intelligence), actions (e.g., laughter, movement), and states or conditions (e.g., childhood, illness).

Concrete nouns are tangible and you can experience them with your five senses. Abstract nouns refer to intangible things, like feelings, ideas, concepts, and qualities.

Write C for concrete nouns and A for abstract nouns in the space beside each word below.

Computer	<input type="checkbox"/>	Communication	<input type="checkbox"/>
Intelligence	<input type="checkbox"/>	Phone	<input type="checkbox"/>
Accuracy	<input type="checkbox"/>	Surprise	<input type="checkbox"/>
Wire	<input type="checkbox"/>	Brother	<input type="checkbox"/>
Brain	<input type="checkbox"/>	Friend	<input type="checkbox"/>
Body	<input type="checkbox"/>	Friendship	<input type="checkbox"/>
Happiness	<input type="checkbox"/>	Gita	<input type="checkbox"/>

1. Fill in the blanks with suitable nouns.

1. We went to the _____ and played football.
2. I had _____ for lunch.
3. _____ is sweet.
4. You can check out books from the _____.
5. A _____ came home to see my ill pet.
6. She plays with a _____ on the lawn.
7. My dad is a _____.
8. Jane went to school in a _____.



2. Read the passage and note down the different kinds of nouns in the appropriate columns.

Raju is a shepherd who lives in Assam. He is known for his honesty. He works for Bairon Baruah. Every morning, Raju goes to the Baruah's farm and opens the pen where the sheep are locked. He drives the flock into the mountain ranges. His dog Brownie accompanies him to the mountains. The Baruah family sells the wool they get from the sheep.

Common noun	Proper noun	Concrete noun	Abstract noun



Let's Build Vocabulary

We have learnt earlier that antonyms are words with opposite meanings.

- Muralidhar is a lazy man.
Can you think of a word that is the opposite of 'lazy'?
- Write the antonyms for these words.

lazy	Active
beautiful	
strong	
thin	
young	
intelligent	
bright	
clever	
easy	
best	



Did You Know?

There is a disorder related to stealing!

It's called Kleptomania.

It is a disorder where a person is unable to refrain from the urge to steal things and usually steals when tempted by that urge, even when there might be no personal use or financial gain from that steal.

This disorder was first described in 1816. It is a disease and people suffering from it need empathy and also the correct treatment instead of getting shamed and punished.

But definitely not all of the people who steal suffer from kleptomania. Do you think Muralidhar was a kleptomaniac? Discuss this in class with your teacher.



Let's Do

For the next two days keep a mental note and list every instance you use the words 'May I?' or 'Can I?' whenever you ask a question. Come back to class after that and discuss.

Do you have a fruit and/or vegetable garden near your house or school? Make a list of and then collect pictures of the trees there in your scrapbook. It would be so much fun to go tree spotting!



Values and Life Skills

Imagine you go to a park to play, and you see children plucking beautiful flowers from the garden. What will you do?

- Join those children and pluck flowers.
- Tell the children not to pluck flowers.
- Ignore the children and continue playing.

What made you take your decision? Why do parks have "Do not pluck flowers" written at their entrance?



Weblinks

Check these out for more clarity on the word 'may'

<https://youtu.be/INCYC90IUIw>

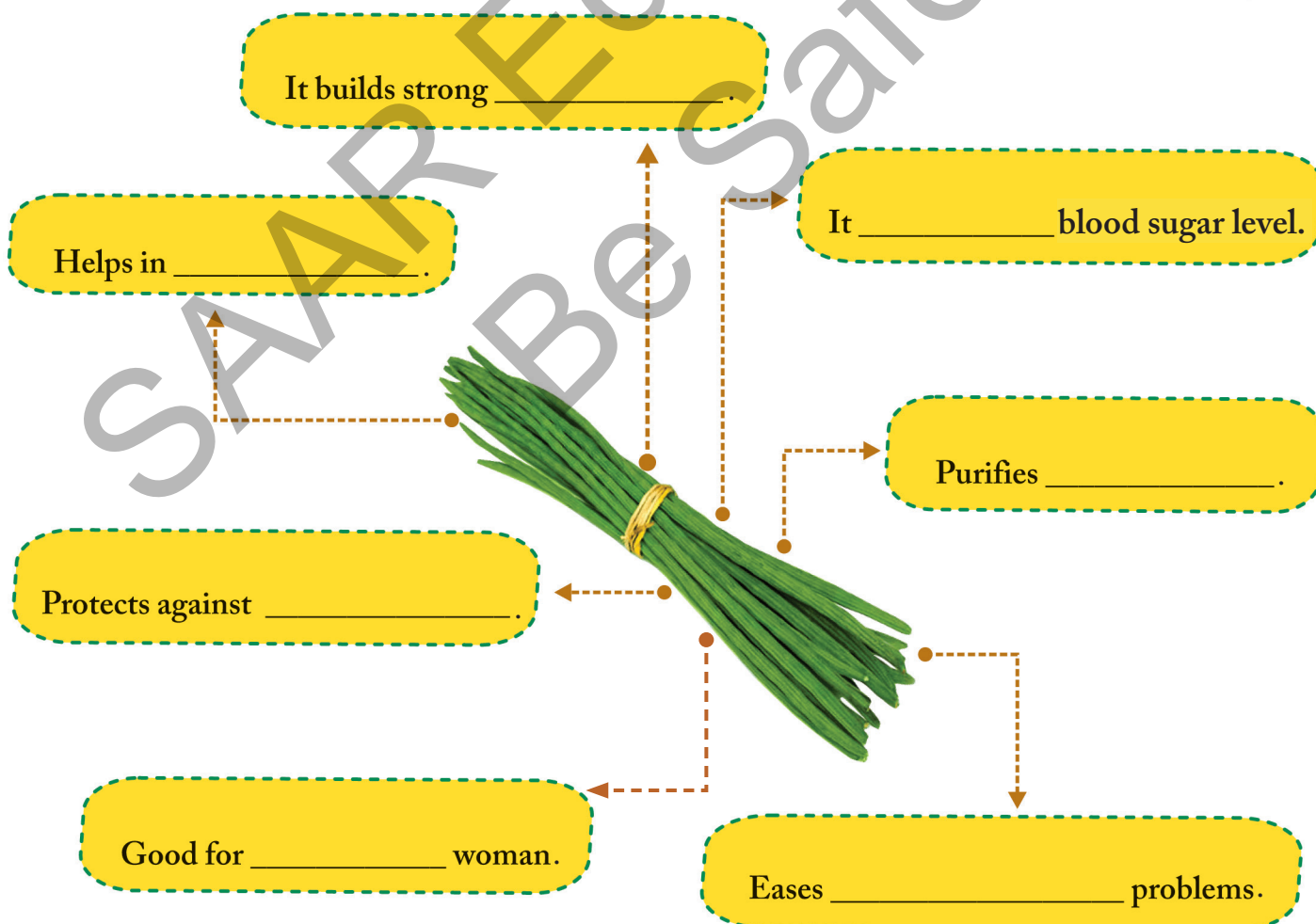
<https://youtu.be/-jBSwA9x9oQ>

Fun Time

Do you eat drumsticks?

Have you seen a drumstick tree?
Paste a picture of the tree here:

Drumstick has many medicinal values and is very good for health! Fill in the gaps to complete the sentences. Find out from your parents, neighbours, friends, teacher, or from the Internet.



2

The Smart Brain



Let's Get Started

Work in pairs. Play a memory game with your partner. Read the list of words given below quickly. Then, close the book and write down as many words as you can remember in your notebook. Compare your score with that of your partner.

brain carriage liver synapses games mobile paper
chair ball tumbler ears music spinach ring

Your score - _____

Key Words

- behest** : at someone's order or request
- initiates** : starts something
- retrieval** : the act of finding and getting something back
- crisscross** : to move or exist in a pattern of lines crossing each other
- fuse box** : main box of electricity supply

(Gita's mother is working on the computer and Gita walks into the room angrily.)

Gita: I am not going to talk to Ashwin. He says that I don't have a brain. According to him it is like a bag of chips with more air than chips. That's not true, is it? I have a brain.

Mother: Of course, you do have a brain! All creatures have a brain.

Gita: Even small insects like bees, cockroaches and flies have a brain?

Mother: Yes, they do. However, their brain is not as big or as clever as ours. Let us read about it. Get today's newspaper from the living room. An interesting article on the wasp has been published on the fifth page.



(Gita rushes to bring in the newspaper and, on her mother's **behest**, reads the article.)

Gita: Does this mean that the wasp has a big brain? Since my brain is definitely bigger, am I smarter?

Mother: My dear, the size of the brain does not matter. What matters is the work it is capable of doing. Our brain receives and processes sensory information, **initiates** and controls movement, and also completes our thought processes. Our brain has an extraordinary capacity for information storage and **retrieval**.

Gita: I don't understand this.

Mother: Ok I shall give you an example. Suppose an ant bites your left leg. What will your first reaction be?

Gita: I will scratch the area where the ant bit me or I will apply some ointment on the area to stop the itching.

Mother: Very good. That's what anybody will do. How do you know what you need to do?

Gita: Well, it's simple. I always do the same thing. I either scratch or put some ointment on it.

Mother: Not exactly, your brain decides what you should do. The human brain, which is the control centre of your body, tells the other parts of the body what to do. Within a few nanoseconds, the brain either tells your hand to scratch the area or to fetch an ointment and apply it on the affected area. This is a reflex action.

Gita: What is a reflex action?

Mother: A reflex action is an involuntary response. It is an action or a movement made by your body that happens naturally in response to something, which you cannot control. It is something that you do without thinking.

Gita: But how does it actually happen?

Mother: These actions take place because of the nerves which are present throughout our body.



Gita: What are nerves? What do they look like?

(Gita runs to her grandmother sitting nearby, pulls her grandma's hand and looks at the veins running crisscross)

Gita: Mom, are these nerves?

Mother: No, those are veins. They carry blood from different parts of the body to the heart. Nerves are different and have a different function. They transmit information from the brain to the different parts of our body. They are like the electrical wires running around the house. Just as all those wires join in some way to the main **fuse box**, the nerves too join the brain.

Gita: So our brain is like a computer?

Mother: You got it the other way. We created the computer, so the computer is more like us. Can you tell me the big difference between a computer and us?

Gita: Now, let me think. *(She starts ticking off her fingers while counting)* Computers are small, can do math faster, cannot feel hungry, are not afraid, do not fight with friends, do not feel sad, happy and do not have mean brothers like Ashwin.

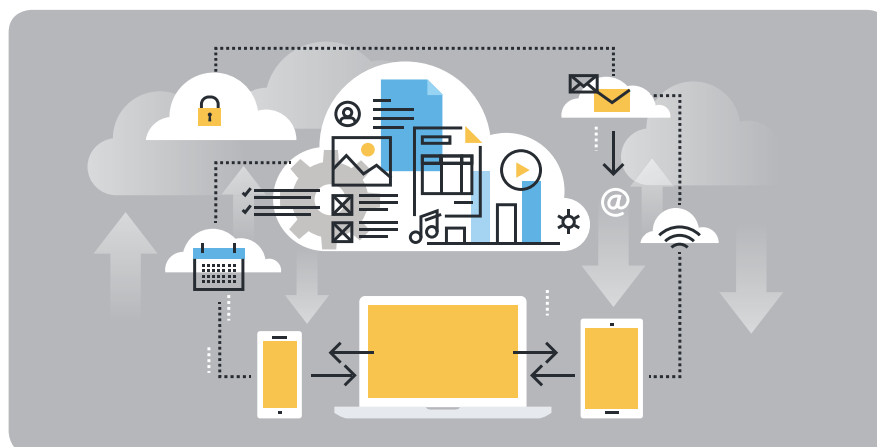
Mother: *(laughs)* That's true, but with so much progress, a time will come when computers will start thinking on their own. But definitely, one thing that the computer cannot do as of now is think. Oh! It's morning and I have to switch on myself. *(At this Gita starts laughing.)* See how you laughed all on your own. Do you think the computer can do that? Now you know that the human brain is an awesome thing.

Gita: I have something to do.

Mother: What?

Gita: Tell Ashwin that I may not have a brain, but I have a super computer.

(Mother and Gita laugh aloud.)





Let's Answer

A Fill in the blanks with words from the lesson.

- All creatures have a _____.
- Our brain has an extraordinary capacity for _____ and _____.
- No, those are _____. They carry blood from different parts of the body to the heart.
- One thing the computer cannot do as of now is _____.

B Answer the following questions.

- What did Ashwin compare Gita's brain to?
- What is the control centre of the human body? How is the information transmitted from the control centre to other parts of the body?
- Gita did not understand the difference between veins and nerves. Explain the difference to her with an example.
- What are the different functions of the brain? Explain along with examples.

C Oral Discussion:

- Does the size of the brain matter? If not, then what matters?
- State two differences between a human brain and a computer.



HOTS

- What would it feel like to have a supercomputer-like the brain?
- Does your brain ever feel tired? What should you do for your brain to get some rest?



Let's Listen

Listen to know how a console is used to play electronic games.

Now, from what you have just heard, fill in the column below to tell the effect of each of these causes.

Cause	Effect
1. A console is a machine that plays electronic games on a television.	
2. The information on the disk is sent to the television.	
3. Players press buttons on their controllers to play the game.	
4. The console sends these signals to the television.	



Let's Speak

Divide the class into two groups. Speak in favour of or against the following topic in the class:

The computer is more powerful than the human brain.

Make notes before you speak. Listen to others when they speak and cross-question them wherever required.

Let's Read

Brain Facts

- The human brain is over three times as big as that of other mammals of a similar body size.
- Each side of the brain interacts largely with just one half of the body, in fact with the opposite side. Thus the right side of the brain interacts with the left side of the body, and the left with the right side.
- The largest part of the human brain is called the cerebrum.
- Our skull that protects our brain is actually made up of 22 bones joined together.
- The brain of an adult human weighs around 1.5 kg.
- Our brains are made up of about 75% water.

Let's Write

Imagine you are Gita. You have a habit of writing about your entire day at the end of each day in your diary.

Write your experience about the knowledge you have gained about the human brain and a computer.

Write it as a diary entry.

You may begin like this:

Saturday, 30 July 2016

I was very angry today morning when Ashwin said that I do not have a brain.



Let's Build Grammar

We have learnt about articles earlier. Let us revise the articles and know more about them.

Using **a** and **an**

A and **an** are called **indefinite articles**. They don't point to any specific nouns.

- She worked as a labourer in a quarry.
- She was an environmentalist.

A is used before words that begin with a consonant sound. **An** is used before words that begin with a vowel sound.

- She is a living legend and **an** inspirational personality to mankind.

Now, read the sentences below.

- She has a **unique** personality.
- She was **an** honest woman.

The vowel 'u' in unique has the consonant 'y' sound. The consonant 'h' is silent in the word honest, so the vowel 'o' sound is heard. Hence 'a' is used here with 'u' and 'an' is used here with the 'h'.

A and **an** point out singular common nouns.

- She was born in a **village**.
- There was **an** **anthill** in that village.

A and **an** also point out collective nouns.

- That anthill has a **colony of ants**.
- **An** **army of soldiers** walked into the village.

Using **the**

The is called the **definite article**. It points out some particular nouns.

- It was not easy for **the** couple to even meet their basic needs. (a particular couple)

It is used before the plural form of the nouns.

- To water **the** saplings, they carried water over a long distance in pots.

It is used before ordinal numbers.

- In **the** first year, they planted ten saplings along a stretch of 4 kilometres.



It is used before the superlative degree of comparison.

- She is one of **the** best known personalities of Karnataka.

It is used before the names of unique things.

- She would jab **the** roots during **the** rainy season.

It is used before the names of nationalities, races, and communities.

- **The** Indians will play against **the** Sri Lankans today.

It is used before the names of mountain ranges, deserts, rivers, seas, and oceans.

- **The** Ganga originates from **the** Himalayas and meets **the** Bay of Bengal.

It is used before the names of buildings.

- Look at **the** Charminar.

It is used before the names of newspapers and holy books.

- She reads **the** Times of India while her mother reads **the** Gita every morning.

Rewrite the paragraphs by filling in the missing articles.

1. Hassan is helpful boy who loves to help everyone. Usually if new student joins class, he tries to help him being friend with his new classmates. Last week there came new boy called Alhan in his class. Hassan was waiting to help him. One day, Alhan was at teacher's table. Teacher was explaining lesson to Alhan. Hassan saw this and understood the difficulty of understanding of Alhan. Just as Alhan was returning to his seat, Hassan said hello to him, and made him sit right next to him. Hassan explained him lesson in a simpler way. All children clapped for Hassan for his lovable help.
2. Rony and Raj are classmates. Rony is class monitor while Raj is assistant monitor. Rony is tallest boy in class. Some of his friends say that he is as tall as a giraffe. He has oval face with big eyes. Raj is shorter than Rony. He has got thin face. Both of them wear spectacles. Rony and Raj are complete opposites in their interests and personalities while their choices of food and clothes are very similar.



Let's Build Vocabulary

1. Let us revise **antonyms**.

Write the antonyms of the words given below:

1. remember x _____
2. mean (adjective) x _____



3. smart x _____

4. whisper x _____

5. long x _____

6. conscious x _____

2. Homophones

We have studied about homographs earlier. Let us learn about homophones.

Homophones are words which have the same pronunciation, but different spellings and meanings.

Write the correct word in the blank that best completes each sentence. The first one has been done for you.

1. We ate a lot at the party. (ate, eight)
2. Ravi was _____ tired to do the work. (two, too)
3. The wind _____ very strong last night. (blue, blew)
4. Ben's family inherited _____ bungalows from their _____ father. (four, fore)
5. _____ boy in the competition _____ many medals. (won, one)
6. Raj is Mr. Shah's _____. (sun/son)
7. There was a _____ in the zoo. (bare/bear)
8. He was ill with _____. (flu/flew)
9. Jessi's _____ is very long. (hair/hare)
10. Joss asked the driver to take a _____ turn. (right/write)

Did You Know?

Why can't you tickle yourself? Blame your brain!

A tickle arises because the brain clearly distinguishes a sudden unexpected external touch from your own touch. Hence you just can't tickle yourself. Your brain will always know if you're about to move your hand and try tickle yourself.



Let's Do

Make a model of a human brain with clay or play dough and learn about its various parts. Make it as big as you can, so learning from it gets easier.

You can take tips from these videos below.

<https://youtu.be/-9Yrhy2lvZY>

<https://youtu.be/ZAnBKBYmI4I>



Values and Life Skills

Your grandfather/grandmother probably did not have computers when they were kids. Help any elderly person in your family to use a computer. Tell them what all you can do with it.

And in return, you can ask them to read you a story.

It is always necessary to respect your elders. We should not talk to them rudely. It is important to respect them because they have more experience than younger people. Long ago, when people did not have a access to schools, the elders of the family or from the neighbourhood would gather all the children and teach them. Showing love and respect towards elders makes them happy and you will also feel respected in return.



Weblinks

The more you use your brain, the sharper it gets. Try out these fun brain games:

<https://youtu.be/ZdArC7-sv0c>

<https://youtu.be/-KqVP8GhITE>

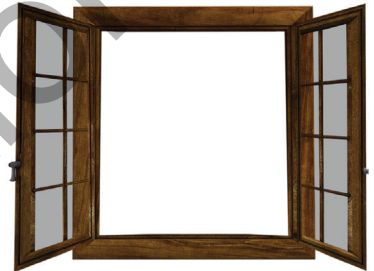
Fun Time

The Smart Brain

Read the riddles and join them to their correct picture.



1. What has hands but cannot clap?



2. What is at the end of a rainbow?

3. What starts with the letter "t", ends with "t" and has "t" in it?



4. What can run but can't walk?

5. Which invention lets you look right though a wall?

