**CLASS: V LESSON NO : 1 “VITAMIN M ”**

 **--------- Asha Nehemiah**

**Value: “ There is nothing more wonderful than the love and guidance a grandparents can give to his or her grandchild.”**

 **NEW WORDS.**

**1. declared 6.confront**

**2. humiliation 7. sprinting**

**3. massive 8.attire**

**4. prisoner 9. trailing**

**5. tucked 10. dramatically**

**ANSWER THESE**

**Q1] Why did Ravi follow his Grandpa secretly?**

**Ans: As Ravi’s mother had left him [Ravi] incharge of Grandpa so, he followed Grandpa secretly.**

**Q2] Where did Grandpa go on his outing?**

**Ans: Grandpa first went to the park, then to the tea stall, then to the ice-cream parlour and lastly to the barber’s shop.**

**Q3] What was unusual about the man wearing Grandpa’s cap??**

**Ans: Grandpa was bald and where as the stranger had grey hair, only this was unusual about the man who was wearing Grandpa’s cap.**

**Q4] How did Grandpa surprise Ravi and his family when they got back home?**

**Ans: Grandpa surprised everyone in the hose by giving gifts to each one of them, when they got back home.**

**Q5] What gift did Grandpa give Ravi, and why did he choose that gift?**

**Ans: Grandpa gave a detective story book to Ravi. He chose that gift because Ravi was following him [grandpa] and got fooled.**

**Q6.How did Ravi’s mother react when she realized that she had forgotten Grandpa’s birthday?**

**Ans: Ravi’s mother flushed red and darted a stricken look at the calendar**

**Q7. Why did Grandpa suggest that Ravi could pick up some good tips from reading The Best Detective stories?**

**Ans: Grandpa suggested that Ravi could pick up some good tips from reading “The Best Detective Stories” so that he would not get fooled while trailing a suspect.**

**CLASS: V POEM: “ BLOCK CITY ”**

 **-------- Robert Louis Stevenson**

**Value: “ Great things are done by a series of small things brought together .”**

 **NEW WORDS.**

**1. buildings 6. hark**

**2. castles 7. sailing**

**3. carpets 8.tower**

**4. establish**

**5. harbor**

**ANSWER THESE**

**Q1]Who is the ‘I’ in the poem? Underline all the words and phrases that support your answer.**

**Ans:The ‘I’ in the poem is the speaker, the person who is describing the act of building a city with blocks. The speaker has a vivid imagination, like most children. The word ‘I’, ‘me’ and ‘my’, throughout the poem indicate that the speaker is reffering to themselves. Some of the words and phrases that support my answer are ‘I can be happy and building at home’, ‘I’ll establish a city for me’, ‘my toy vessels lie safe in the bay’, and ‘the steps of my palace’.**

**Q2]The speaker is lost in the world of imagination. Is there more than one person involved in the play? How do you know?**

**Ans:Yes, there is more than one person involved in the play. The speaker mentioned buildings a city for ‘me’, indicating that it’s a personal and individual imaginative play. However, the first line of the poem,“What are you able to build with your blocks?” is a question to the speaker’s friend who is also playing with them.**

**Q3]*Rain may keep raining, and others go roam,***

 ***But I can be happy and building at home.***

 **What information about the speaker do we get from these lines?**

**Ans: These lines suggest that the speaker finds happiness in playing at home, regardless of the rain outside or others going elsewhere. It means that the speaker takes joy in their own imaginative world and doesn’t mind being at home while others may be out in the world.**

**Q4]The speaker builds a city in the living room.**

1. **Name the places she/he builds as part of the city.**

**Ans: The places the speaker builds as part of the city include a kirk,a mill,a palace and a harbor.**

1. **The speaker mentions ‘sofa’ and ‘carpet’. what other pieces of furniture do you imagine are being used?**

**Ans: Along with the sofa and the carpet, other pieces of furniture that could be imagined being used include chairs, tables and perhaps other household items that can be imagined as parts in the creativity play.**

**Q5]The poet uses words to create a clear visual picture of the city. As one reads the poem, one can ‘see’ the city being built. How does the poet manage to build a visual scene of the city in our minds with each line?**

**Ans: The poet uses visual imaginery in his poem to create the city. He does this by telling the reader that the sofa will act as mountains and the carpet as the sea. Comparisons help form a clear picture. Then the speaker uses building blocks to create a palace, a church, a mill, a harbor for vessels and a tower with steps. The speaker also informs the reader about ongoing activity in his city. This includes one of the toy vessels sailing, one being moored, sailors singing, and kings coming and going to the palace with presents. All this visual imaginery helps the reader ‘see’ the city as it is being built. The poet uses comparisons, descriptive language and vivid imagery to create a clear picture of the city..**

**Q6. List the rhyming words that end with the following sounds.**

**a. sea, me**

 **b. kings, things**

 **c. roam, home**

 **d. blocks, docks**

**V LESSON NO : 1 “ THE TODA AND THE TAHR ”**

 **--------- E.R.C. Davidar**

**Value: “Humans were once a part of nature too. Respect your roots.”**

 **NEW WORDS.**

**1. mountainside**

**2. hurtling**

**3. chasm**

**4. furious**

**5. cautiously**

**6. anchored**

**7. investigate**

**8. nuisance**

**9. rescuing**

**10.companions**

**ANSWER THESE**

**Q1] Where were Kamoz and Kooch when they heard the tahr’s cry?**

**Ans: Kamoz and Kooch were on the edge of a cliff when they heard a tahr cry from the mountains below.**

**Q2. What did Kamoz decide to do when he heard the cry?**

 **Ans: Kamoz made the quick decision to walk down the steep path to fi nd out who was crying.**

**Q3. Why did Kamoz think that the tahr was dead?**

**Ans: Kamoz assumed the tahr was dead because it made a weak sound, stopped moving, and appeared to be dead.**

**Q4. What did Kqamoz do to help the tahr?**

**Ans: Kamoz aided the tahr by releasing the trap around its neck, cleaning its wound with leaves, and carrying it to a spring for a bath.**

**Q5. What did Kamoz set out to do after attending to the tahr?**

**Ans: After helping the tahr, Kamoz searched the forest for any additional traps that could harm other animals.**

**Q6.What is a snare?**

**Ans: A snare is a type of trap used by hunters to capture animals.**

**Q7. Who was Simil? How did Simil help Kamoz?**

**Ans: Simil was Kamoz’s cousin and was in charge of the tahr while Kamoz was away.**

**Q8. Do you agree that Kamoz was a very caring and courageous bpy?Why/ why not?**

**Ans: Kamoz was compassionate and brave. He risked going down the mountain to free the tahr, remove traps, and ensure the tahr’s recovery. By assisting the tahr, he demonstrated kindness and bravery.**

**WRITING**

**Write an essay in about 200 words to say what you will do to save the Nilgiries.**

**Ans: The situation in the Nilgiris concerns me greatly. Our native birds and animals are facing extinction as their habitats disappear due to deforestation, illegal land use, and increased human activity. Forest encroachment, rising poaching, and human-animal**

**conflicts pose immediate threats to our wildlife. This poses a significant threat to the balance and biodiversity of our ecosystem. I believe it is time to take action. Let us plant more trees, put an end to illegal activities such as poaching, and protect wildlife. To preserve the diversity of the Nilgiris, we must live in harmony with nature.**

**SPEAKING**

**The Nilgiri tahr is listed as ‘endangered’. What does this mean? Why is the tahr endangered? How do you think you can help this beautiful animal?**

**Ans: 1. The Nilgiri tahr is classifi ed as ‘endangered,’ which means it is in grave danger of extinction. This emphasizes the importance of protecting and saving this animal.**

**2. The tahr is threatened because its habitat is dwindling. Deforestation, constructing cities, and hunting make it diffi cult for them to survive. This puts them in jeopardy.**

 **3. We can help tahrs by not disturbing their homes. Planting trees, taking legal action against poaching, and encouraging others to protect their habitat can help save these magnificent creatures.**