



# The Emperor's Seed

Rearrange the groups of letters to find some qualities that great kings of the past had. Can you think of any other qualities to add to this list?

rgaeuoc  
courage  
nesthoy  
honesty

linobity  
nobility  
copassmion  
compassion

mishero  
heroism  
riafssen  
fairness

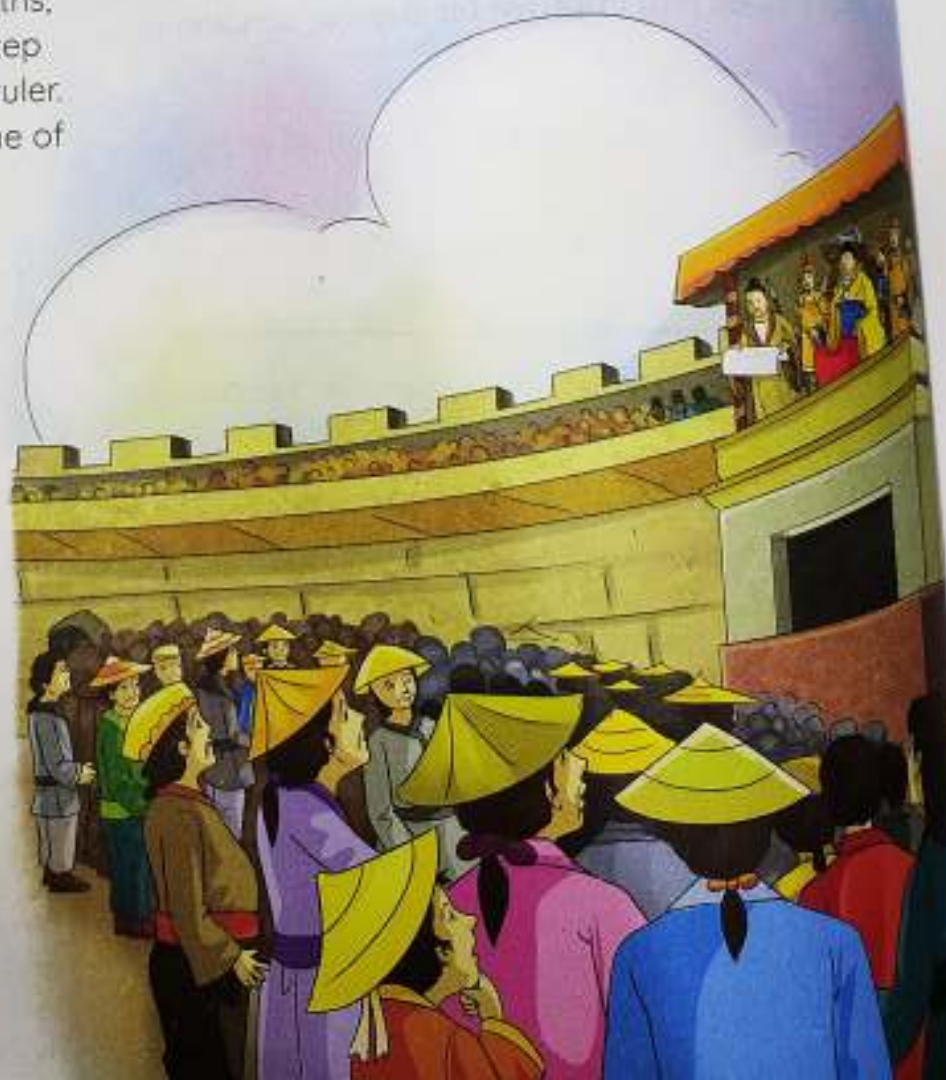
Once there was an emperor in the Far East. When he realized he was growing old, he called his ministers to his court.

He said, 'It's time for me to choose my successor. Instead of choosing one of my own children or one of my assistants, I have decided to do something different. **Summon** all the young people in the kingdom to my court.'

The news spread and there was a large **congregation** of youths on the day of the announcement.

The king addressed the youths, 'Time has come for me to step down and choose the next ruler. I have decided to choose one of you to **inherit** the throne.'

The young people stood shocked. The emperor continued, 'I am going to give each one of you a seed today. It is a very special seed. I want you to go home, plant the seed, and water it. Then one year from today, come back with what you have grown from this one seed. I will judge the plants that you bring to me and the chosen one will be the next ruler of this kingdom.'







## Read to understand

## A. Answer these questions with reference to the context.

'Six months! Still nothing had grown! Everyone else had trees and tall plants, while Ling had nothing.'

1. Why did Ling not have any plant?
2. How had everyone else managed to grow trees and plants?
3. What quality of Ling is reflected in this incident and how was it rewarded?

## B. Answer these questions.

1. Why did Ling think he was a failure?
2. What advice did Ling's mother give him on the day of inspection?
3. Why did Ling choose to stay behind everyone with his pot?
4. Why was Ling terrified when the emperor called him to the front?
5. Why was the emperor surprised to see the plants brought by the other youths?
6. What qualities was the emperor looking for in his successor?

## Discuss and write

1. The emperor did not want to choose one of his children or assistants as his successor. What does this tell us about the emperor?
2. What was the difference between Ling and the other youths? Discuss with respect to their acts and their qualities.

## Time to refer



Read this sentence.

- Ling felt **sick to his stomach**.

In this sentence, the highlighted words form an **idiom**. An idiom is a combination of words whose meaning is different from those of the individual words. This idiom tells us that Ling was 'very worried'.

## A. Here are some idioms. Refer to a dictionary or search on the internet to find their meanings.

- |  |  |
|--|--|
| 1. breathe easy — <i>relax</i>                           | 2. bundle of nerves — <i>very worried or nervous</i>           |
| 3. on top of the world — <i>feel extremely happy.</i>    | 4. butterflies in the stomach — <i>feel very nervous</i>       |
| 5. shake like a leaf — <i>very scared and terrified.</i> | 6. cold feet — <i>suddenly become nervous about something.</i> |



B. Now complete these sentences by using these idioms needed. One has been done for you.

1. I stood shaking like a leaf in front of the audience.
2. Rahim was a bundle of nerves before the exam.
3. Sheba felt on top of the world after she won the award.
4. Many people get butterflies in the stomach in front of the mike.
5. The team could breathe easy only after the match was won.

## Grammar

### Prepositions

A. Underline the prepositions in this passage. One has been done for you.

We were taking a trip across the desert. There were six of us in a car. The luggage was loaded on top. It is very hot in the desert during the day and unfortunately, our car too, went off. We had to keep up the car windows because we were driving against sandy winds. All along, we were sweating and fretting. It was only after sunset that we found some relief from the heat.

Prepositions may consist of more than one word. Such prepositions are called **prepositional phrases**. For example,

- She went to school **in spite of** the rain.
- He placed the science textbook **on top of** the English textbook.

The **noun** or **pronoun** follows a **preposition** called the **object of the preposition**.

B. Take turns to say a pair of sentences, and your partner will reply by combining them using prepositional phrases. One has been done for you.

1. We went to the museum. Our teachers accompanied us.  
We went to the museum with our teachers.
2. The strike has been called off. The news channel said so.
3. I was waiting for my friend. I was standing outside the school gate.
4. I painted the wall crystal green. I had earlier planned to use sky blue.
5. I bought two Feluda novels. I bought these after buying a Professor Shonk
6. We set out early the next morning. This was after our discussions the night

### Determiners

Read this sentence.

● ○ REDMI NOTE 8 boys, bring **your** pots here. What a great plant **this** is!

○ ○ ALQUAD CAMERA The words **all**, **your**, and **this** specify the nouns **boys**, **pots**, and **plant**. A word that before a **noun** and identifies or specifies it is a **determiner**.



# Nature Nuggets

Link

Find out from the internet about any one of these movements and share the information in the class.

- Chipko Movement
- Narmada Bachao Andolan
- Silent Valley Movement

Think

Today the word green is used to describe actions, processes, products, and lifestyles that do not harm the earth and its environment. Guess these green terms with the help of the given hints.

1. To buy less and use less
2. Conversion of bare lands into forests
3. To utilize discarded materials
4. Preservation and renewal of natural resources
5. Sources of energy like the sun, wind, and water
6. Using less energy to perform
7. To use discarded things to make new products

reduce  
 afforestation  
 reuse  
 conservation  
 renewable  
 efficiency  
 recycle

Act

Waste or garbage is a natural outcome of human civilization. There are different types of waste materials and some of them make the environment toxic (for example, plastic bags).

Work in pairs and make posters showing waste materials that can be recycled, reused, and decomposed. Draw disposal bins named RECYCLE, REUSE, and DECOMPOSE. Cut and paste pictures of different items of waste that you think would go into each bin. You may even draw the waste matter.



### Discuss and write

1. Was the author comfortable with his grandfather unlocking and entering the rented part of the house? Give a reasoned answer. Also discuss how he could have done this differently.
2. What does the author mean by calling his Grandpa's act 'a real, concrete, genuine effort to save paper and the planet'?
3. In what ways does reusing and recycling of paper help save the planet?

### Expand words



### Abbreviations

NGO is an abbreviation for **non-governmental organization**.

4. Look at these abbreviations. Search on the internet and write their full forms. One has been done for you.

- |         |   |
|---------|---|
| 1. IPCC | Intergovernmental Panel on Climate Change |
| 2. WWF  | World Wide Fund for Nature                |
| 3. UNEP | United Nations Environment Programme      |
| 4. NCF  | National Curriculum Framework             |
| 5. NCSE | National Centre for Science Education     |

### Forming nouns

Read these sentences.

- Grandpa's eyes looked through the **darkness**.
- Grandpa gave much **importance** to the matter.
- He even sent papers to the NGO in the **neighbourhood**.
- This **education** has made a great **impression** on the author.

The highlighted words in these sentences are all nouns. They have been formed by adding suffixes (-ness, -ance, -hood, -tion, and -sion) to adjectives (dark and important), another noun (neighbour), and verbs (educate and impress).

8. Add any of the suffixes mentioned above to these words to form nouns. Make the necessary spelling changes. Use the nouns formed in sentences of your own.

- |          |           |         |         |        |         |             |           |
|----------|-----------|---------|---------|--------|---------|-------------|-----------|
| boastful | brilliant | brother | collide | decide | nervous | significant | vaccinate |
| ↓        | ↓         | ↓       | ↓       | ↓      | ↓       | ↓           | ↓         |

Check the words you formed in a dictionary.

- |              |            |             |           |          |             |              |             |
|--------------|------------|-------------|-----------|----------|-------------|--------------|-------------|
| boastfulness | brilliance | brotherhood | collision | decision | nervousness | significance | vaccination |
|--------------|------------|-------------|-----------|----------|-------------|--------------|-------------|

A **stressed syllable** is louder and longer than an unstressed syllable. Certain words can be used as both nouns and verbs. When such a word is used as a noun, the stress is on the first syllable; when used as a verb, the stress is on the second syllable.

6 Listen to these sentences and say them aloud. Stress the highlighted syllables. Write whether the word is used as a noun or a verb.

1. Could you **increase** the volume a little?
2. We crossed a vast **desert** on a moonlit night.
3. Do not **desert** your friends in their time of need.
4. The country will surely **progress** if we all work hard.
5. The students brought a **present** for their teacher.
6. The students will **present** a dance performance now.
7. My parents wanted to check my **progress** in swimming.
8. There has been an **increase** in the production of wheat this year.

- Verb
- noun
- verb
- verb
- noun
- Verb
- noun
- noun

**Subject-verb agreement**

Read this table to revise the use of verbs.

Singular subject and singular verb	Plural subjects and plural verbs	Singular/plural subjects and verbs
<ul style="list-style-type: none"> <li>• I <b>am</b> watching Grandpa.</li> <li>• My Grandpa and mentor <b>is</b> sorting the pile of papers.</li> <li>• Doing maths <b>is</b> fun!</li> <li>• Three days <b>is</b> enough time to prepare the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Both of us <b>are</b> busy helping him.</li> <li>• Neither the junk dealer nor the papers <b>are</b> to be seen anywhere.</li> </ul>	<ul style="list-style-type: none"> <li>• Grandpa, as well as the children, <b>is</b> having fun.</li> <li>• The children, as well as the teacher, <b>are</b> having fun.</li> <li>• The family <b>is</b> happy.</li> <li>• The family <b>are</b> planning to visit Grandpa again.</li> </ul>

A. **Underline the subject-verb agreement errors in these sentences and write the correct verbs in the blanks.**

1. Rice and curry are my favourite dish.
2. Each of my socks have a hole in the toe.

is  
has



3. If anyone find the books, please inform me.
4. The goodies in the kitchen is for the children.
5. Either the milkman or the teacher is at the rehearsal.
6. Either the milkman or the street vendors has left the gate open.

finds  
are  
are  
have

### Auxiliary verbs

An **auxiliary verb** is a helping verb that is used with the main verb. **Be, do, and have** are called the **primary auxiliaries**. How are they used?

- They are used to form tenses. For example,
  - He **is growing** quite old.
  - He **had slept** early.
- They are used to form questions. For example,
  - **Does** he know this?
  - **Was** he joking?
- They are used to form the passive voice. For example,
  - Grandpa **has been** awarded for his work.
- They are used as the main verbs in sentences. For example,
  - They **are** here.
  - We **did** it!

B In these sentences, write **A** if the highlighted verb is an auxiliary verb or **M** if it is the main verb.

1. We **are** a strong nation.
2. **Do** you exercise every day?
3. We **do** exercises in the morning.
4. I **am** concerned about his welfare.
5. I **do** not know the route to his house.
6. The ministers **are** consulting the president.
7. Delhi **does** not have a good drainage system.
8. The stars **had** been invited to perform on stage.

M  
A  
M  
A  
A  
M  
A  
A

Number the boxes correctly to match these symbols with the products or terms related to them.

1. aluminium

2. compostable

3. recyclable

4. steel

5. glass

6. plastic

7. electrical and electronic equipment

You can search on the internet for the symbols.



6



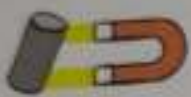
5



1



2



4



7



3

