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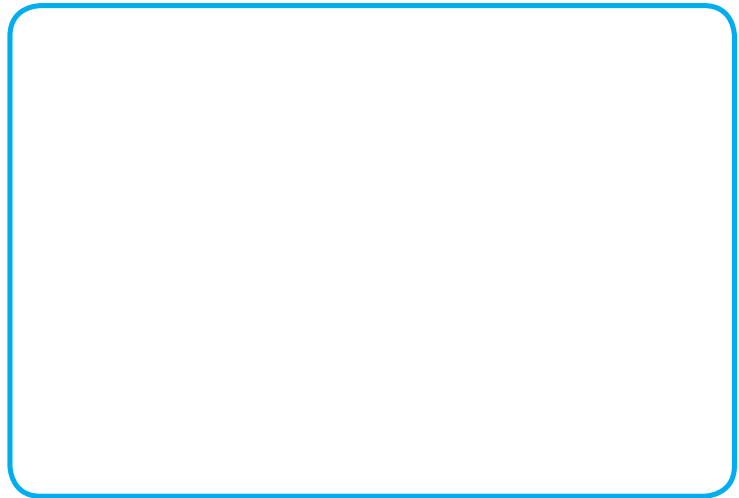
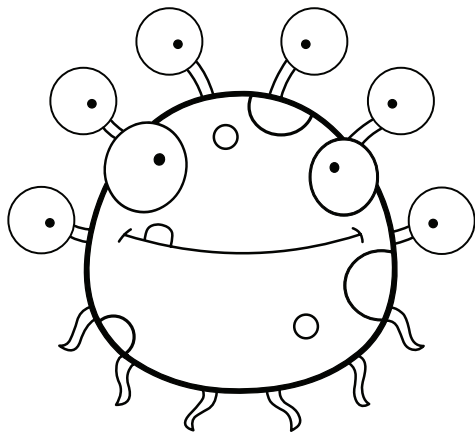
A Crash



Warm Up

Aliens are creatures from outer space who look very different from the human beings living on Earth. Look at the picture below. Does it look like an alien?

In the space given, draw your idea of an alien and colour it.



Reading

What was that? Something just hit my ship. It must have been a **meteor** from that meteor shower I accidentally flew through. I knew I should have paid more attention in Spaceship Operations class. Oh, no! There's smoke coming out of the back. The steering wheel is not working. I'm going to crash!

Yes, I have definitely crashed. I don't even know where I am. What am I going to do? Mom is going to be so angry.

Wait, I do remember one thing from class! There's a Galaxy Guide in here somewhere. Here it is! *How to Fix Your Spaceship After a Crash Landing*, it says,

"If you happen to be a young **alien** who crashed your spaceship accidentally, and you own this handy guide, you are in luck! Follow these ten simple steps to get yourself soaring into space again ... and out of trouble with Mom."

Now what are the ten simple steps?

The first step is to unbuckle my seatbelt and check for **injuries**.

"If there are any injuries, please refer to the guide *How To Fix Your Body After A Crash Landing*," says the Guide.



I don't seem to be oozing, and I still have all six legs, three arms, four eyes, and two **antennae**. **Whew!** I'm fine.

Okay, the next step says, "Repeatedly press the Start button with all of your eyes closed." Let's give it a try.

Drat! It's not working. I guess it is time to move on to step three.

"Abandon ship and find a friendly living thing around you to give the ship a push while you repeat step two. (Tip: You can tell a living thing is friendly if it is not shooting at you or trying to eat you)," says the Guide.

This guide is crazy! I can't go out there. I don't even know what sort of creatures live on this planet. What if they try to eat me? I think I'll just skip this step.

Okay, the next one says, "Use whatever kind of transportation your body is ready for: walk, crawl, **slither**, or **hover** around the outside of the ship to look for damage."

Yeah right, I am not getting out of this spaceship! I guess I can skip steps five and six since they require going outside.

Step seven really isn't helpful at all: "If your ship was built before humans discovered aliens, give up and get a ride home."

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It's good advice, but who even flies a spaceship that old anymore?

Okay, now here's a step I can work with: "Sit in front of the ship and discuss the problem with the machine. Open-ended questions may be helpful."

I tell the ship that I have a problem. Then I ask how it is feeling, but there's no answer. That can't be good. What am I supposed to do now?

Step nine says, "If your ship does not respond, step out just for a few minutes and resort to yelling while waving all your arms, legs, and antennae."

It says all arms, legs, and antennae, so that makes a total of eleven for me. I'll just lay on my back and start waving them all. I'm **exhausted**! Five minutes of waving all my arms and legs and still no help. I think I should quickly get inside now and see what the next step is.

Okay, there's only one step left. I really hope it works. "If all else fails, give the ship a little kick. This works especially well if you have twelve or more feet."

BANG! BOOM! **WHACK!** Take that, you old broken spaceship!

BEEP, BOOP, BEEP, BOOP, **VAROOM!**

Hooray! It worked! But the crash has done so much **damage**. Now, if I could only figure out how to hide it from Mom. I wonder if there's a Galaxy Guide for that! I should check the library of Galaxy Guides right here in the **cockpit**. Okay, so what do we have here?

How To Distinguish Food From Filth. I don't need this one.

How To Speak Fluently In Any Language. Nope.

How To Hide Spaceship Damage From Your Parents. I knew it! Time to get to work.

Sutapa Basu



Glossary

meteor: small piece of rock from space

alien: non-human creature from another planet

injuries: hurt parts of body

antennae: pair of long, thin, hairy things on head with which insects feel

whew: a sound of relief

drat: sound of annoyance

slither: slide forward on stomach

hover: fly around at a low height

exhausted: tired

whack: sound of hitting

varoom: sound of a vehicle starting

damage: something broken

cockpit: the part of a plane or a spaceship where the driver sits



Read and Answer

1. Number the events as they happened in the story.

- a) Resort to yelling while waving all your arms, legs, and antennae.
- b) Hooray! It worked!
- c) Something just hit my ship.
- d) I tell the ship that I have a problem.
- e) There's a Galaxy Guide in here somewhere.
- f) I guess it's time to move on to step three.
- g) What if they try to eat me?
- h) I'm going to crash!

2. Answer the following questions.

- a) What happened when the meteor hit the spaceship?
- b) How did the Galaxy Guide help?
- c) What was the first step according to the Guide?
- d) According to the Guide, how can you decide if a living thing is friendly?
- e) Why did the driver not want to get out of the spaceship?
- f) Why was step seven not helpful?
- g) How did the spaceship finally fly?
- h) Why did the driver begin to look for another guide even after the spaceship began to fly?



Think and Answer

1. Who do you think was the driver of the spaceship?

2. "Open-ended questions may be helpful."

- a) Who was asking the questions?
- b) To whom was the speaker asking the questions?
- c) Why was the speaker asking questions?
- d) Did they solve the speaker's problem?



Word Work

Do and have

Read these sentences.

- I tell the ship that I **have a problem**.
- But the crash has **done so much damage**.

Verbs like **do** and **have** are used with specific activities.

Example:

- I **do** a bath. Incorrect
- I **have** a bath. Correct

Complete the following sentences using **do** and **have** correctly.

- I _____ finished my homework.
- Could you _____ the dishes today?
- I _____ something important to say.
- There is so much work to _____.
- The children _____ a holiday tomorrow.
- Can you _____ me a favour?
- My dogs always _____ milk for breakfast.
- _____ a kind deed whenever you can.

Listen Live

Listen to the passage about APJ Abdul Kalam and mark whether the following statements are true (T) or false (F).

- APJ Abdul Kalam was the 12th president of India.
- He was born in Rameswaram.
- He studied in Chennai.
- He is called the Missile Man of India.
- He was only an aerospace scientist.

- f) He was awarded the Padma Bhushan in 1997.
 g) He was born in January.
 h) Pakir is part of his name.



Sound Sense

How do you say the word **alien**?

You say it as a-e-li-en

The sound symbol used to describe this word in a dictionary is: /'eɪliən/

Which of these words have the a-e or ei sound? Read aloud, circle, listen, and check.

fake trek eight sight night aid

Speak Now



Read the following sentences.

- The driver did not want to crash, **did he**?
- Reema is clever, **isn't she**?
- He wanted to go for a walk, **didn't he**?

The sentences above have two parts each. There is a statement followed by a very short question. These short questions at the end of the statements are called **question tags**.

A question tag said with falling intonation \searrow means 'I know what I am saying is correct'.

A question tag said with rising intonation \nearrow means 'I'm not sure if this is true, please answer'.

Now, let's practise. You and your partner take turns to speak a sentence and then the other person repeats the sentence after adding a suitable question tag to it. Don't forget to add a negative question tag to a positive statement and a positive question tag to a negative statement.

Read the following.

- that is difficult
- who is wearing a brown coat
- when I reached the station

You can see that these groups of words have a subject and a verb. Such groups of words are called **clauses**.

Phrases may not have a subject or verb, but clauses always have a subject and a verb.

2. Write P for phrase and C for clause for the following groups of words.

a) whom you were calling

b) He

c) a long rope

d) that you saw

e) old man

f) when the match began

g) won the match

h) The dog with a white patch

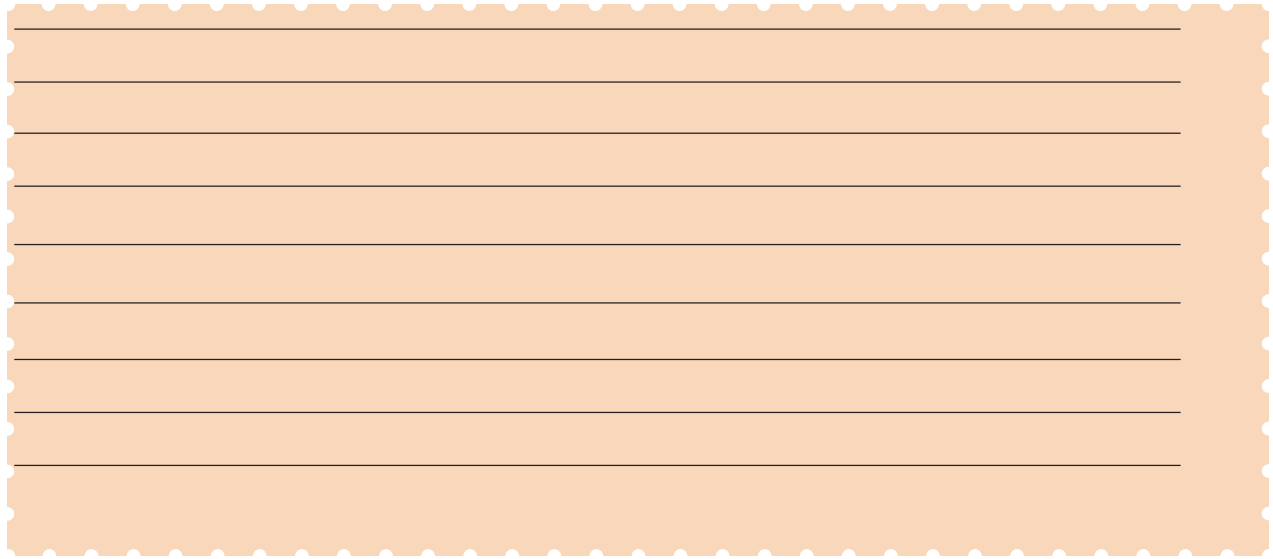
**Write It**

Read the beginning of this story and the questions that follow. Discuss the answers to the questions. Then complete the story.

It was the first day of school. Mrs Sharan walked into Class 5B and took off her shades. We stood up to greet her. She nodded and asked us to sit down. “We have a new student,” she began. “His name is Orkwo – which means the ‘sun’ in his very special language.” We were listening to her, wide-eyed and sweating. It was an awfully warm day and the creaking ceiling fan hardly helped.

Manish mopped the sweat off his forehead, turned his eyes towards the rear of the class and exclaimed, “There he is! Wow! He is green!” He was smiling. He waved his three-fingered hand. His palms were the size of a tennis racket, though.

This was going to be an interesting session.



Discuss the answers to these questions before you complete the story.



- a) How will you communicate with Orkwo?
- b) Is Orkwo friendly? Will everyone in your class want to be friends with him?
- c) What special powers do you think Orkwo will have?



Who Has Seen the Wind?

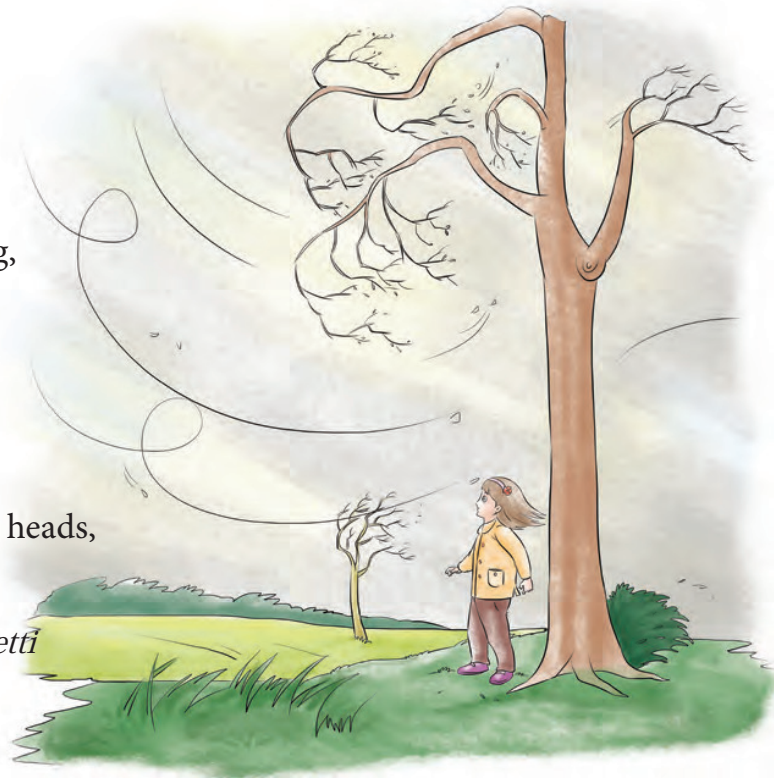


Reading

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

Christina Rosetti



Let's Enjoy

Answer the following questions.

- What image do we see in the first stanza of the poem?
- What does that sight tell us?
- What image do we see in the second stanza of the poem?
- What does that sight tell us?
- Which lines of stanza 1 are repeated in stanza 2?



Think and Answer

1. How is stanza 2 different from stanza 1 in terms of the message the speaker gives us?
2. Who do you think answers the question the speaker of the poem asks?
3. Who do you think the speaker compares the wind to? Who else – also someone who we cannot see – makes us tremble and bow at the same time?



Poem Appreciation

1. What is the rhyme scheme of this poem?
2. Poets often make non-human elements come alive by giving them human qualities through word pictures. This is called ‘personification’. Find examples of personification in this poem. What is the purpose of such personification? Discuss.
3. When two words have similar sounds but different spellings and meanings, they are called homophones. Find a word in the poem which could be the homophone of ‘bough’. [Hint: The word ‘bear’ meaning ‘to tolerate’ is the homophone of the word ‘bare’ which means ‘without any clothes.’]
4. Do you think the poet suggested the word ‘bough’ by using its homophone? Discuss.

