

OXFORD
SCHOOL EDUCATION

ICSE EDITION

NEW *Mulberry*
ENGLISH COURSE

COURSEBOOK 5



ANAHITA LEE





ICSE EDITION

NEW *Mulberry*
ENGLISH COURSE

COURSEBOOK **5**

ANAHITA LEE

OXFORD
UNIVERSITY PRESS





Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade mark of
Oxford University Press in the UK and in certain other countries.

Published in India by
Oxford University Press
Ground Floor, 2/11, Ansari Road, Daryaganj, New Delhi 110002, India

© Oxford University Press 2011, 2015, 2018

The moral rights of the author/s have been asserted.

First Edition published in 2011
Second Edition published in 2015
This New ICSE Edition published in 2018
Fourth Impression 2019

All rights reserved. No part of this publication may be reproduced, stored in
a retrieval system, or transmitted, in any form or by any means, without the
prior permission in writing of Oxford University Press, or as expressly permitted
by law, by licence, or under terms agreed with the appropriate reprographics
rights organization. Enquiries concerning reproduction outside the scope of the
above should be sent to the Rights Department, Oxford University Press, at the
address above.

You must not circulate this work in any other form
and you must impose this same condition on any acquirer.

ISBN-13: 978-0-19-948132-3
ISBN-10: 0-19-948132-6

Typeset in Adobe Jenson Pro Light
by Q2A Media Services Pvt. Ltd., Delhi
Printed in India by Manipal Technologies Limited, Manipal

Oxford Areal is a third-party software. Any links to third-party software are provided "as is"
without warranty of any kind, either expressed or implied, and such software is to be used at your own risk.

Illustrations by AFI Digital Services and Sapna Advertising Company

New Mulberry English Course

New Mulberry English Course is an easy-to-use integrated language and literature course. With grammar at its core, the course is based on sound language learning principles, literary content, multicultural themes and inclusive learning. This new edition is completely aligned to the ICSE curriculum released in November 2016. The reading passages and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.



Features of the ICSE Curriculum

Theme-based selections

- Selections curated from the ICSE reading list and aligned to the interdisciplinary themes recommended by the ICSE curriculum

Spiralling

- Topics are carefully graded to provide a spiral of cumulative learning

Integration

- Learning is linked across various subject areas through activities and projects

Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

Life skills

- Integrated life skills such as communication, critical thinking, caring, self-awareness

Child-centred approach

- Course designed so as to develop skills required by the learners at each level
- Progresses from immediate to external environment, simple to complex, familiar to unfamiliar

Variety of learning experiences

- Wide range of tasks, such as projects, interviews, presentation, reports, posters etc.

Inclusivity

- Caters to different learning styles
- Based on Howard Gardner's theory of Multiple Intelligences
- Promotes inclusivity and respect for all

Contextualization

- Universal themes, relevant to the learners
- Content provides the flexibility to be adapted to individual's needs

Course Features

Coursebooks Primers A & B Classes 1–8

- ICSE recommended selections—prose, poetry, drama and graphic stories
- ICSE curriculum suggested vocabulary, grammar, writing, and listening and speaking tasks
- Interdisciplinary integrate section
- Intercurricular projects
- Life skills
- Posters that explore the elements of a story
- Special grammar revision

Workbooks Classes 1–8

- ICSE based grammar and writing
- Multiple Intelligence based writing tasks
- Life skills
- Intercurricular projects
- Special grammar revision

Areal— Digital support for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

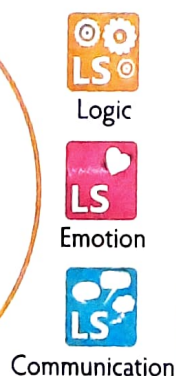
Oxford Educate— Digital support for teachers

- Animation and audio
- Interactivities and slide shows
- Video and worksheets
- Lesson plans
- Answer keys
- Test Generator

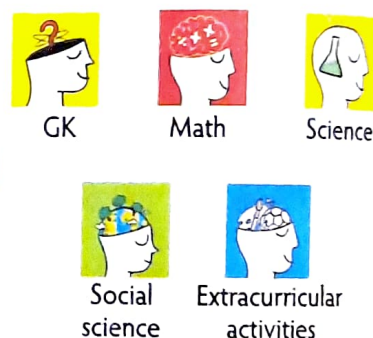
Teacher's Resource Packs Primers A & B Classes 1–8

- Teacher's Resource Books
- Audio CD
- Oxford Educate and Test Generator

Life Skills are categorized as communication, logic and emotion to encourage learning beyond the book.



Intercurricular projects and the integrate sections blend language learning with other subjects such as GK, math, science and social science.



The course content takes into account Dr Howard Gardner's theory of **Multiple Intelligences** that includes a focus on eight skills.



Coursebook Structure

Each coursebook has selections from a variety of genres and are organized into ten prose, six poems, one play and one graphic story, based on the ICSE syllabus. Six of the twelve are new prose units.

Read the text. Which of the following statements are not true?

- Cocoa is made from the seeds of the Theobroma Cacao tree
- Theobroma means food of the gods in Greek
- The majority of the world's cocoa beans come from Africa
- Cocoa is used to make white chocolate
- The Swiss eat the most chocolate



Warm-up gets learners ready for learning

IN-TEXT QUESTIONS

Which word tells us that Heidi is happy?

In-text questions comprise factual, inferential and vocabulary questions related to the text.

MAKING CONNECTIONS

Quick answers

1. The people in a story are called characters. Name four of them.
2. Write true (T) or false (F) for the sentences given below.

Making connections comprises factual, inferential and extrapolative questions in different formats.

WORD WALL

Be a book detective

1. Use the clues given below to complete the 'book' words.
- a. A piece of furniture with shelves to hold books.
book _____

Word wall builds vocabulary through a variety of activities based on the ICSE syllabus.

WRITE WELL

Paragraph writing

Think about a time when you went to a fair. Who did you go with? Was it a fun day? What stalls were there? Which stall did you want to be at? What else did you see?

Write well covers the writing topics recommended by ICSE through guided tasks.

LISTEN AND SPEAK WELL

The princess in the story was very clever. How many of the story of Ali Baba who was not smart at all. Put numbers in the boxes to show the right order of the pictures. Then take turns to narrate the story.

1. 
2. 

Listen and speak well has thoughtful oral-aural activities, covering a range of tasks.

Grammar at a Glance

NAMING WORDS

Naming words are called nouns. Nouns are names of people, places, animals, things, feelings, ideas, actions and states of mind.

Grammar at a Glance aids grammar revision through graphic representation.

Read the text. Which of the following statements are not true?

- The first person to use a printing press was Johannes Gutenberg.
- The first person to use a printing press was Johannes Gutenberg.
- The first person to use a printing press was Johannes Gutenberg.
- The first person to use a printing press was Johannes Gutenberg.
- The first person to use a printing press was Johannes Gutenberg.



About the author gives information about the lives and works of authors.

Integrate

In print books, we use machines called printing presses. The person who invented the printing press was a man named Johannes Gutenberg. Look around you and see machines that you use in your everyday life. Find out who uses the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

GRAMMAR TIME

Going to + action word

Read these sentences.

- Matilda is going to borrow books from the library.

Grammar time introduces grammar topics that are based on the ICSE syllabus.

PRONUNCIATION

Words that end in *ic* and *ice*

Words that end in *ic* end with a *k* sound. Words that end in *ice* end with a *s* sound.

Practice saying these words aloud with your teacher.

Study skills comprise punctuation, spelling, dictionary and pronunciation practice.

APPRECIATION

Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosaur is as big as a tennis ball, its stomach was bigger than a garage and its neck was as long as a train. Here are a few more examples of comparisons.

Appreciation introduces learners to poetic devices and literary elements.

Project 2

BEED STORY

Learning Goals

Create and tell a graphic (picture) story about how seeds grow. Observe and learn how seeds grow from a seed.

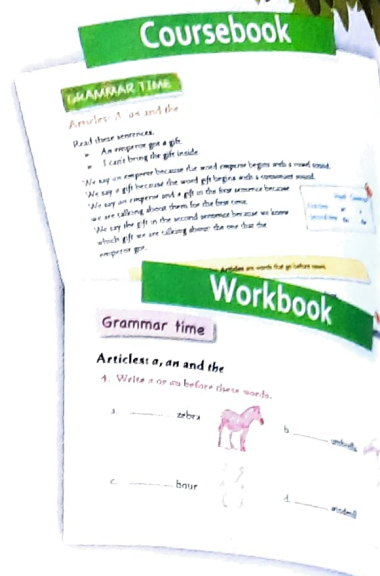
Intercurricular projects mapped across subject areas.



Posters capture the elements of a story in an interactive and fun way.

Workbook Links

At each level, the Coursebook unit is complemented by a corresponding Workbook unit. In addition to comprehension passages, the Workbooks provide practice for grammar, writing and study skills. The Workbooks also contain Assessment practice and interdisciplinary projects.



TEACHER'S RESOURCES

The **Teacher's Resource Pack** provides teachers with pedagogical notes, handy lesson plans, listening scripts and answer keys. It comprises a **Teacher's Resource Book** and an **Audio CD** containing listening and poem audio.

FEATURES OF OXFORD EDUCATE:



- Animation for poems and prose
- Audio for prose, poetry, graphic stories, plays, pronunciation and listening tasks
- Slide shows to explain concepts
- Worksheets for practice in the classroom (printable)
- Interactivities for active learning
- Short animation to explain difficult words
- Video to guide learners towards better writing
- Comprehension passages for practice in the classroom
- Lesson plans (printable)
- Answer keys for each unit (printable)

Oxford Educate is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use **Test Generator** for generating test papers and worksheets.

Oxford Areal

Oxford Areal is a magical app that makes your textbook come alive! The digital content can be accessed through the icon marked on the relevant pages.

Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below.

- 1 Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).
- 2 Run the app and locate your book using the SEARCH box.
- 3 Tap the book cover to select it.
- 4 Tap GET THIS BOOK.
- 5 Tap SCAN and scan any page that has the icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
- 6 Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.

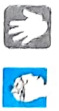
Oxford AREAL contains

- Animation for poems, prose and graphic stories
- Slide shows
- Audio and video
- Interactivities for vocabulary and grammar

Contents

Introduction	3
Detailed Contents	8
Acknowledgements	10
Grammar at a Glance	11
1. The Owls in the Family by Ruskin Bond 	17
Poem: <i>My Books</i>	27
2. The Wizard of Hockey	30
3. Ashraf's Invention by Fatima Akilu	42
Poem: <i>Circus Elephant</i> by Kathryn Worth	54
4. Meeting Miss Trotwood by Charles Dickens 	57
5. Peter and Wendy by James Barrie 	67
Poem: <i>Louder than a Clap of Thunder</i> by Jack Prelutsky	79
6. Everybody's Water	82
7. The Big Friendly Giant by Roald Dahl 	93
Poem: <i>From a Railway Carriage</i> by R.L. Stevenson 	104
8. Christmas Morning by Louisa M. Alcott 	107
9. Red Eye	117
Poem: <i>Paper Boats</i> by Rabindranath Tagore 	128
10. Black Beauty by Anna Sewell 	131
11. Art is for Everyone by Jerry Jindrich	140
Poem: <i>The Mountain and the Squirrel</i> by Ralph Waldo Emerson	150
12. Tales of Young Gandhi by Janhavi Prasada 	153
Project 1: Commemorative Stamps	167
Project 2: Feathered Friends	168
Poster: Telling a Tale	

Detailed Contents

Unit	Theme	Making Connections	Word wall/ Appreciation	Grammar time	Study Skills	Write well	Listen and speak well
1. The Owls in the Family 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Compound words Anagrams	Types of Nouns	Pronunciation: /j/, /zh/ and /z/	Describing abstract nouns	Listening about endangered animals and identifying them
My Books 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension	Similes and metaphors				Playing the memory game (group)
2. The Wizard of Hockey 	Physical activities and sports	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Literary words Words denoting a number of people	Articles	Punctuation: Exclamation marks	Essay	Listening to an interview and answering questions
3. Ashraf's Invention 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Sky words Analogies Alliteration	Revision of tenses Irregular verbs	Spelling: -ve words	Picture story	Interviewing (pair) Listening to a song about feelings and identifying them
Circus Elephant 	The world around us	Factual, inferential, evaluative and extrapolative comprehension					Talking about feelings (individual)
4. Meeting Miss Trotwood 	Self, family, home, friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Antonym crossword	Perfect tense: present and past	Pronunciation: /w/ and /v/ sound words	Making a list	Listening to a paragraph and answering questions
5. Peter and Wendy 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Describing words Scrambled words Hyperbole	Modals Subject-verb Agreement	Punctuation: use of commas	Letter to a friend	Taking a 'Have you ever....?' quiz (group) Playing a board game (pair/group)
Louder Than a Clap of Thunder 	Self, family, home, friends	Factual, inferential, evaluative and extrapolative comprehension					Introducing oneself and asking questions about others (pair)
6. Everybody's Water 	Health and hygiene	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Natural disasters Words for the environment	Interrogative pronouns	Spelling: -al, -el and -le words	Poster composition	Listening to a story and numbering the pictures Narrating the story: (individual)

7. The Big Friendly Giant 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	-ant words -ous words	Order of adjectives Plural possessives	Punctuation: apostrophe	Diary writing	Listening to a poem and writing the adjectives Playing an adjective chain game (group)
From a Railway Carriage 	Transport	Factual, inferential, evaluative and extrapolative comprehension	Rhyme				
8. Christmas Morning 	Peace and harmony	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Musical instruments Interjection	Adverbs of place Degrees of comparison	Pronunciation: Words with the letters ch	Thank you note	Debating on the topic 'School in 2050' (group)
9. Red Eye 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word search Homonyms	Prepositions of time	Pronunciation: same spelling, different pronunciations	Narrative composition	Listening to a timetable and filling in the blanks Drawing up a timetable and answering questions about it (individual)
Paper Boats 	Art and culture	Factual, inferential, evaluative and extrapolative comprehension	Rhythm Concrete Poems				
10. Black Beauty 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Animals and their sounds Horse idioms	Conjunctions of reason	Punctuation: revision	Autobiography	Listening to a paragraph about Alexander and his horse and answering questions (individual)
11. Art is for Everyone 	Art and culture	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Art words	Question tags	Pronunciation: /t/ and /d/ sounds	Picture description	Listening to different tones (intonation) and identifying stress and emphasis (individual) Using different tones (pair) Creating and performing a skit (group)
The Mountain and the Squirrel 	Peace and harmony	Factual, inferential, evaluative and extrapolative comprehension	Summary				
12. Tales of Young Gandhi 	Self, family, home, friends	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Phrasal verbs	Reported speech	Spelling: commonly misspelt words	Comic strip	Listening to different versions of the same story and noting the difference Creating different versions (group)
Project 1: Commemorative Stamps  							
Project 2: Feathered Friends  							

Acknowledgements

The publishers would like to acknowledge the following for granting the permission to use the pieces listed below:

Ruskin Bond for 'The Owls in the Family' by Ruskin Bond; Jack Prelutsky for 'Louder Than a Clap of Thunder' ©1984 Jack Prelutsky, used by permission of HarperCollins Publishers; India Water Portal, an initiative of Arghyam, for 'Everybody's Water'; Roald Dahl and David Hingham Associates for 'The Big Friendly Giant', an extract from *Danny the Champion of the World* by Roald Dahl, published by Johnathan Cape Ltd and Penguin Books Ltd; Jerry Jindrich for 'Art is for Everyone' by Jerry Jindrich; Kenn Nesbitt for 'I am Practically Perfect' © 2012 Kenn Nesbitt. All Rights Reserved. Reprinted by permission of the author.; Alfred Noyes for 'Daddy Fell into the Pond', used by permission of The Society of Authors as the Literary Representative of Alfred Noyes; Janhavi Prasada for 'Tales of Young Gandhi', reproduced in arrangement with HarperCollins Publishers India Private Limited from the book *Tales of young Gandhi* authored by Janhavi Prasad and first published by them, illustration and layout by Uttam Sinha (Unauthorized copying is strictly prohibited.)

The publishers would appreciate information about the piece listed below, which they have not been able to trace. Appropriate acknowledgements will be made in the future editions:

'My Books'; 'Circus Elephant' by Kathryn Worth and 'Red Eye'.

Photographs:

© kajornyot wildlife photography/Shutterstock (Spotted owl pg. 17); © Carol Gray/Shutterstock (Banyard owl pg. 17); © FotoRequest/Shutterstock (Snowy owl pg. 17); © Chris Hill/Shutterstock (Great Horned owl pg. 17); © DMS Foto/Shutterstock (Red-headed woodpecker pg. 17); © Priyanka Parashar/Mint via Getty Images (Ruskin Bond pg. 19); © Lisa Holder/Shutterstock (birdbath pg. 21); © DioGen/Shutterstock (hedgehog pg. 25); © 2630ben/Shutterstock (pangolin pg. 25); © BlueRingMedia/Shutterstock (platypus pg. 25); © BlueRingMedia/Shutterstock (Red-headed Woodpecker pg. 25); © Eric Isselee/Shutterstock (Grey Heron pg. 25); © vagabond54/Shutterstock (Whooping Crane pg. 25); © Eric Isselee/Shutterstock (leopard pg. 25); © Anan Kaewkhammul/Shutterstock (puma pg. 25); © Abeselom Zerit/Shutterstock (Snow Leopard pg. 25); © Diane C Macdonald/Shutterstock (cowry pg. 26); © Errorcz/Shutterstock (Giant Clam pg. 26); © sasaken/Shutterstock (clam pg. 26); © Virendra Singh gosain/Hindustan Times via Getty Images (Dhyan Chand's statue pg. 33); © rook76/Shutterstock (Dhyan Chand's stamp pgs. 34 and 167); © Sarunyu L/Shutterstock (Taj Mahal pg. 37); © Iconshow/Shutterstock (Shapes sports pg. 40); © Dmytro Gilitukha/Shutterstock (elephant pg. 54); © Everett Historical/Shutterstock (Charles Dickens pg. 59); © Ann Ronan Pictures/Print Collector/Getty Images (James Barrie pg. 70); © Andrew Koturanov/Shutterstock (flood pg. 89); © NASA images/Shutterstock (typhoon pg. 89); (volcano pg. 89); © EpicStockMedia/Shutterstock (tidal wave pg. 89); © kisa kuyruk/Shutterstock (earthquake pg. 89); © Sunny Forest/Shutterstock (drought pg. 89); © Tony Evans/Getty Images (Roald Dahl pg. 96); © Hulton Archive/Getty Images (R.L. Stevenson pg. 105); (c) Hulton Archive/Getty Images (Louisa Alcott pg. 110); © Bettmann/Getty Images (Rabindranath Tagore pg. 129); © Feng Yu/Shutterstock (paper boat pg. 130); © Serjio74/Shutterstock (ground squirrel pg. 150); © Aleksey Klints/Shutterstock (squirrel pg. 151); © chrisdorney/Shutterstock (Gandhi's statue pg. 159); © V.Smirnov/Shutterstock (house in snow pg. poster)



Grammar at a Glance

NOUNS

A **noun** is a word that refers to any person, place, thing, quality, or activity.
Examples: pilot, Kolkata, desk, patience, walk



Types of nouns

Common: any person or thing of the same group or kind—*woman, owl, building, city*

Proper: exact name—*Ayesha, Johnny, Eiffel Tower, Bhopal*



Concrete: things we can see, hear, smell, taste and/or touch—*grapes, telephone, bottle*

Abstract: ideas, feelings or qualities—*joy, thirst, friendship*

Material: things used to make other things—*wood, iron, metal*



Noun number

Countable: things that can be counted—*cat, apples, cars*

Uncountable: things that cannot be counted—*salt, juice, rice*

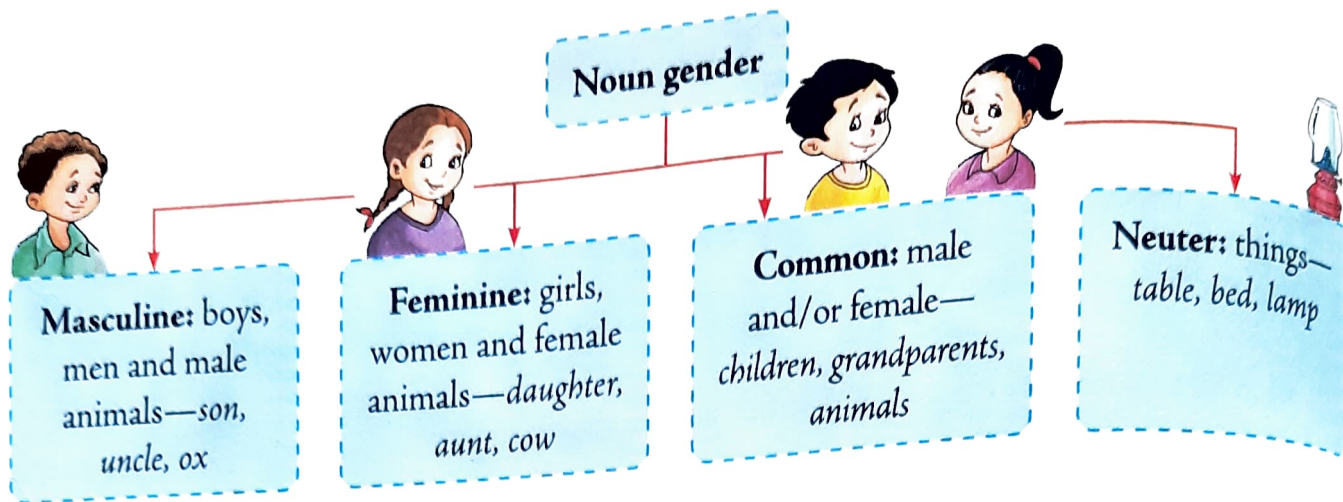


Singular: one—*flower*

Plural: more than one—*flowers*

Collective: name given to a group—*bouquet*





VERBS

A **verb** is a word that shows action—physical or mental. (We run./We guessed the answer.)
It may also describe the way things are. (They are happy.)

Auxiliary verbs are:

- *be, do, have, will* when they are followed by main verbs
- used to form tenses, questions and negative sentences



be

I *was* singing.
You *were* singing.
I *am* singing.
Is she singing?

will

I *will* play.
He *will be* singing.

have

He *has* sung.
They *have* sung.

do

Did she sing?
She *did not* sing.
Does she sing?
She *does not* sing.

Common irregular verbs

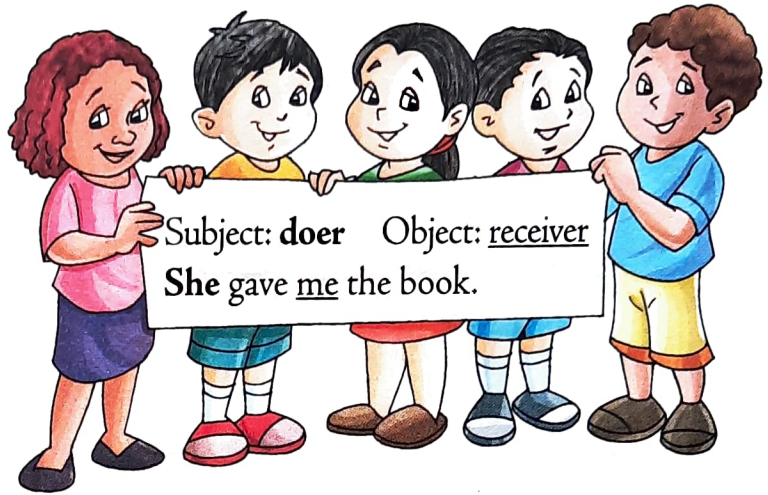
Simple present	Simple past	Past participle
sit	sat	sat
buy	bought	bought
bring	brought	brought
catch	caught	caught
lose	lost	lost
build	built	built
dig	dug	dug
fight	fought	fought



PRONOUNS

A **pronoun** is a word that is used in place of a noun.

Personal		Possessive	Reflexive
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves



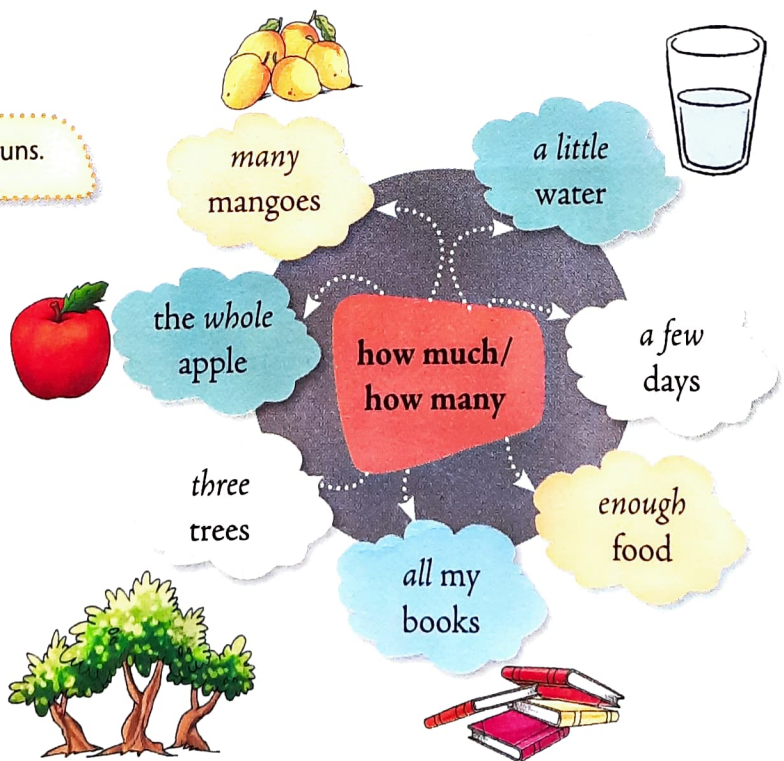
Indefinite: somebody, someone, anything, anybody, nobody, all, none, some, several, few, any, many, other, everyone

Distributive: each, either, neither

ADJECTIVES

Adjectives are words that describe nouns.

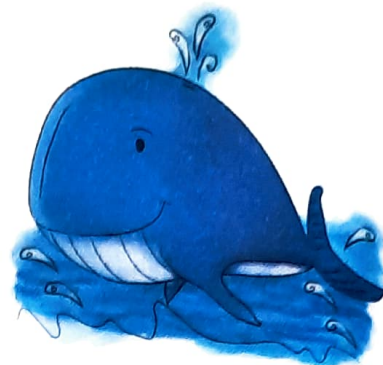
Some adjectives tell us about the **quantity** of nouns (how much/how many) while some tell us about the **quality** of nouns (kind, smart, small, young).



Degrees of adjectives

Positive	Comparative	Superlative
as ... as/too ... to	... than	the ...
big	bigger	biggest
beautiful	more beautiful	most beautiful
many	more	most
good	better	best
bad	worse	worst

the *biggest* animal



ADVERBS

An **adverb** is a word that describes a verb, an adjective or another adverb.



Types of adverbs

Adverb of manner:
how an action is done—*quickly, slowly*

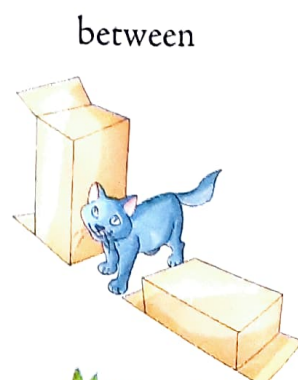
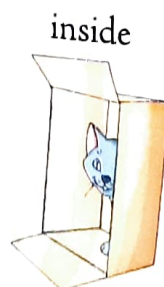
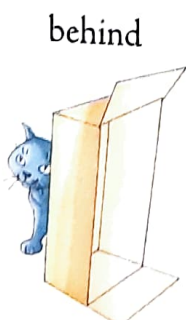
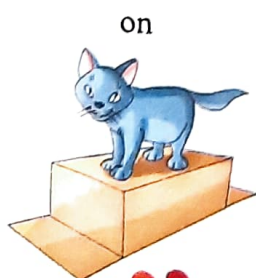
Adverb of time: when an action takes place—*yesterday, later, after, never*

Adverb of degree:
extent/intensity of an action—*very, quite, most*

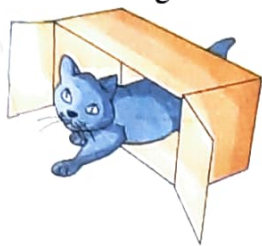


PREPOSITIONS

A **preposition** is a word (or a group of words) that is used before a noun or a pronoun to show place, position and movement.



through



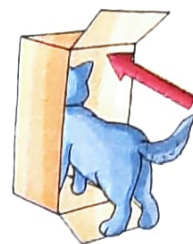
over



around



into



in front of



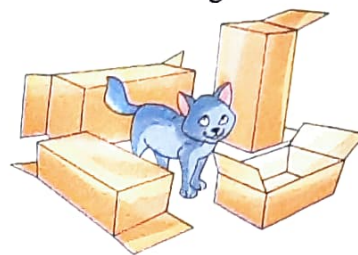
next to



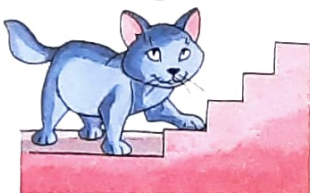
in



among



up



down



across



along



CONJUNCTIONS

A **conjunction** is used to link words or parts of a sentence.



Types of conjunctions

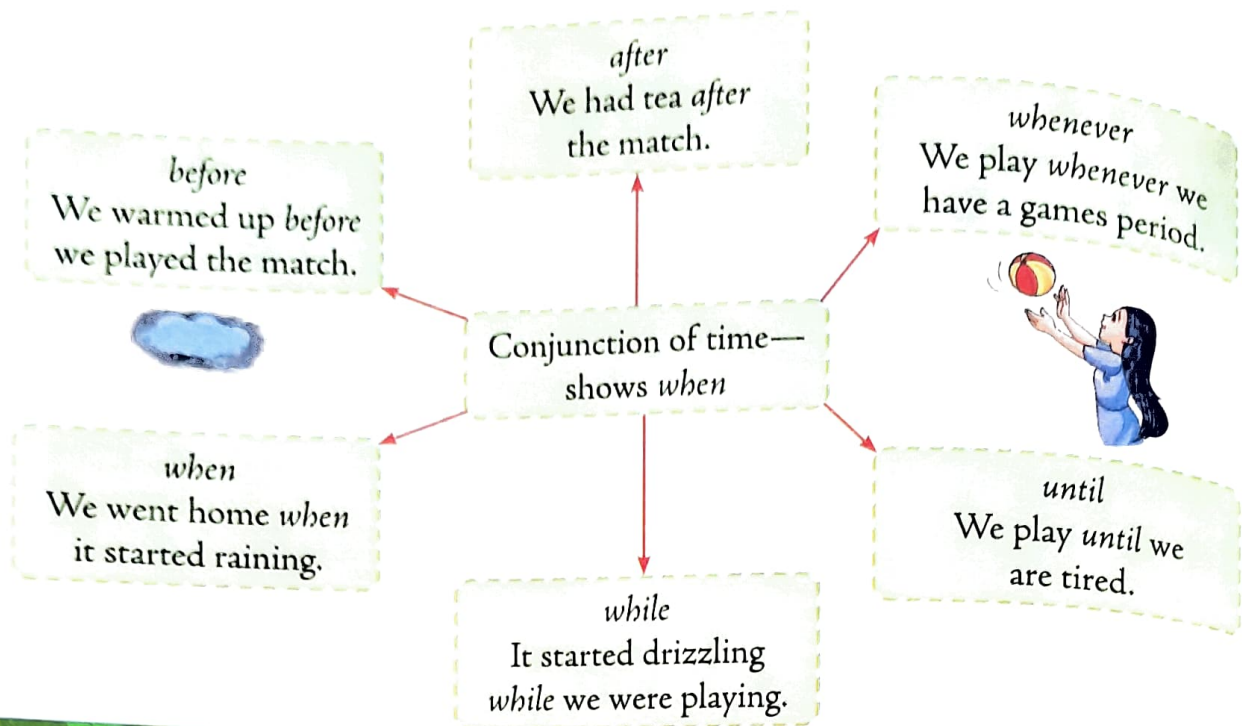
and—joins similar ideas
I play tennis *and* chess.

or—joins two alternative ideas
Shall we play tennis *or* chess?

so—shows reason
It was very foggy *so* the plane did not take off.

but—joins contrasting ideas
The film is long *but* interesting.

Conjunction of time



SENTENCES

Subject and predicate

The **subject** of a sentence tells us *who* or *what* the sentence is about.

The **predicate** of a sentence tells us what the subject *does* or *is*.

Sumit likes reading.

Types of sentences

Declarative	statement (tells)		Louisa M. Alcott wrote <i>Little Women</i> .
Interrogative	question (asks)		Who wrote <i>Little Women</i> ?
Imperative	request or command (asks to do or orders)	 	Please read <i>Little Women</i> .
Exclamatory	shows strong feelings		<i>Little Women</i> is such a good book!

The Owls in the Family

1



Match the types of owls to their pictures.



Great horned owl

Barnyard owl

Snowy owl

Spotted owl



Let's read what happened when two baby owlets landed on the veranda steps of the narrator's bungalow.



One morning we found a full-fledged¹ baby spotted owlet on the ground by the veranda² steps. When Grandfather picked it up, it hissed and clacked its bill, but after a meal of raw meat and water, settled down for the day under my bed.

The spotted owlet, even when full grown, is only the size of a myna³, and has none of the threatening appearance of the larger owls. A pair of them may often be found in an old mango or tamarind tree, and by tapping on the tree trunk you may be able to persuade⁴ the bird to show an enquiring face at the entrance to its hole.

Why does the writer use the word enquiring?

Do you think the owlet was happy or scared when Grandfather first picked it up?

¹full-fledged: completely developed

²veranda: a roofed platform attached to the ground floor of a house

³myna: a kind of bird

⁴persuade: get somebody to agree to do something



The bird is not normally afraid of man, nor is it strictly a night-bird; but it prefers to stay at home during the day, as it is sometimes attacked by other birds, who consider all owls as their enemies.

The little owlet was quite happy under my bed. The following day a second owlet was found in almost the same place on the veranda, and only then did we realize that where the rainwater pipe emerged through the roof, there was a rough sort of nest, from which the birds had fallen. We took the second young owl to join the first, and fed them both. When I went to bed they were on the ledge just inside the mosquito netting, and, later in the night,

How had the owlets come onto the veranda?



their mother found them there. From outside she crooned⁵ and gurgled⁶ for a long time, and in the morning I found that she had left a mouse with its tail tucked through the mosquito net! Obviously, she did not trust us to look after them.

The young birds grew well and, ten days later at dawn, Grandfather and I took them into the garden to release them. I had placed one on a branch of the mango tree, and was stooping to pick up the other, when I received quite a heavy blow on the back of my head. A second or two later, the mother owl swooped down at Grandfather, but he was agile⁷ enough to duck out of its way. Quickly, I placed the second owl under the mango tree. Then, from a safe distance, we watched the mother fly down and lead her young ones into the long grass at the edge of the garden.

What did the mother owl do that made the narrator think that she did not trust him to look after the baby owls?



We thought she would take her family away from the surroundings of our rather strange household; but next morning, on coming out of my room, I found two young owls standing on the wall just outside the door! I ran to tell Grandfather, and when we came back, we found the mother sitting on the birdbath ten yards away. I got the feeling that she was sorry for her behaviour the previous day, because she greeted us with a soft 'whoo-who'.

'Now there's an unselfish mother for you!' said Grandfather. 'It's obvious she'd like them to have a good home. And they're probably getting a bit too big for her to manage.'

So the two owlets became regular members of our household, and strangely enough, were among the few pets that Grandmother took a liking to. In fact, the owls became so attached to Grandmother that they began to show affection towards anyone in a petticoat, including Aunt Mabel, who was terrified of them. She would run shrieking from the room every time one of the birds went close to her in a friendly manner.

Which word is a synonym of scream and squeal?



⁵crooned: made a low sound like humming and easily ⁶gurgled: made a sound full of contentment ⁷agile: able to move quickly

In response to Grandmother's voice, the owlets would make sounds as gentle and soothing as the purring of a cat; but when wild owls were around, ours would disturb the night with terrible shrieks.

Their nightly occupation was catching beetles, with which the kitchen quarters were infested⁸ at the time. With their sharp eyes and powerful beaks, they were excellent pest destroyers.

The owls loved to sit and splash in a shallow dish, especially if cold water was poured over them from a jug at the same time. They would get thoroughly wet, jump out on to a perch, shake themselves, then return for a second splash and sometimes a third.

Looking back on those owlsh days, I carry in my mind a picture of Grandmother with a contented look in her rocking chair. Once, on entering her room while she was having an afternoon nap, I saw that one of the owls had crawled up her pillow till its head was snuggled⁹ under her ear. Both Grandmother and the little owl were snoring.



Ruskin Bond (b. 1934) was born in Kasauli in Himachal Pradesh, India. He has written many poems and stories for children. Here is what he said in a recent interview: 'I'm shy. But it is easier to interact with children. Just the other day, a boy said he wanted to become a writer but couldn't manage to fill even a single page. I said, "Write one sentence, later another; go on adding; you'll find the page full."'



MAKING CONNECTIONS

Quick answers

1. Based on what you have just read, say whether the following sentences are true or false.
 - a. The spotted owl is the largest owl species.
 - b. Spotted owlets and mynahs are friends.

⁸infested: full of (here) beetles ⁹snuggled: settled into a warm comfortable position



- c. Spotted owlets live in holes on trees.
 - d. Spotted owlets are completely nocturnal birds—they come out only at night.
 - e. Spotted owlets eat other small animals.
 - f. Spotted owlets have sharp eyes.
 - g. Spotted owlets have weak beaks.
 - h. Spotted owlets enjoy getting wet.
2. The word *character* is used for a person who appears in a story, book, play or a movie. There are four characters mentioned in the text. Can you identify them?

Reference to context

3. *I had placed one on a branch of the mango tree, and was stooping to pick up the other, when I received quite a heavy blow on the back of my head.*
- a. Where was the narrator?
 - b. What had he placed on the mango tree? What was he 'stooping to pick up'?
 - c. Who gave him the 'heavy blow'?
4. *I got the feeling that she was sorry for her behaviour the previous day, because she greeted us with a soft 'whoo-whoo'.*
- a. Who, according to the narrator, was feeling sorry?
 - b. How did she show she was feeling sorry?
 - c. Why had she come there?
5. *So the two owlets became regular members of our household, and strangely enough, were among the few pets that Grandmother took a liking to.*
- a. Do these lines suggest that Grandmother liked most pets or that she did not like most pets?
 - b. Who were the members of the household besides Grandmother?
 - c. Which member of the household did not like the owlets? How do you know?

Read, reflect and write

- 6. What do we know about the house where the narrator lived? Describe it based on the details given in the story.
- 7. List six sounds of an owl that the narrator has given in the text.
- 8. How did the owlets show their affection for Grandmother?

9. How did the mother owl show that she cared for the little owlets?
10. Did the narrator and his grandfather treat animals with respect? Give reasons for your answer.



Integrate



11. Birds have feathers, wings, beaks and they lay eggs. There are around 10,000 different species of birds in the world. The chicken is the most common species found.



Draw up an A to Z chart of birds. You can include names of birds as well as words associated with birds. For example, for N you could have *nightingale* as well as *nest*.

WORD WALL



Compound words

Compound words are words made up of two or more existing words.

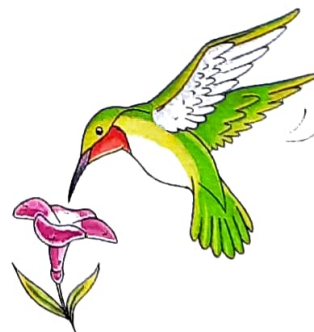
Examples:	bird	+	bath	=	birdbath
	rain	+	water	=	rainwater
	house	+	hold	=	household
	night	+	bird	=	nightbird
	black	+	board	=	blackboard



1. Match the columns to get compound words that are animal names.



earth	hopper
rattle	gull
dragon	bird
grass	fish
sea	bird
humming	worm
jelly	fly
lady	snake



Anagrams

An **anagram** is a word formed by rearranging the letters of another word.

Example: greet → egret

2. Form words related to birds by rearranging the letters of the words below.

- a. sent _____
- c. rooters _____
- e. wolf _____
- g. raptor _____

- b. bake _____
- d. wallows _____
- f. honer _____
- h. low _____



Antonyms

3. Give the opposites of the following words from the text.

- a. raw _____
- c. release _____
- e. unselfish _____
- g. terrified _____

- b. later _____
- d. stooping _____
- f. regular _____
- h. shallow _____

GRAMMAR TIME



Types of nouns



Read these sentences.

So the two *owlets* became regular *visitors* to our *garden*, and, strangely enough, were among the few *pets* that *Grandmother* took a *liking* to. In fact, the *owls* became so attached to *Grandmother* that they began to show *affection* towards anyone in a *petticoat*, including *Aunt Mabel*, who was terrified of them.

All the italicized words in the sentences given above are nouns.

A **noun** is a word that refers to a person (*Grandmother* or *Aunt Mabel*), an animal (*owlet* or *owl*), a place (*garden*), a thing (*petticoat*) or a feeling (*affection*).

There are different types of nouns. Let us learn more about them.

1. Match the nouns, their description and examples to the correct places in the table below.

a
nouns that refer to a person, place or thing in a general sense

b
pile, fleet, crowd, family, herd, flock

c
Collective nouns

d
Concrete nouns

e
books, children, gifts, tree

f
gold, silver, wood, iron

g
Ruskin Bond, Taj Mahal, Monday, December

h
Abstract nouns

i
nouns that cannot be counted and do not have plural forms

Types of Noun	Short Description	Examples
Proper nouns	special names given to people, animals, places, buildings or things. The names of days of the week and months of a year are also proper nouns.	i
Common nouns	ii	author, city, monument, day
iii	nouns that you can feel through your physical senses: touch, sight, taste, hearing or smell	ice, water, book, juice, perfume
iv	nouns that you cannot feel through your five physical senses: touch, sight, taste, hearing or smell	childhood, confusion, wisdom, kindness, laughter, movement
Material nouns	names of things that are used to make other objects	v
Countable nouns	nouns that can be counted and have both singular and plural forms	vi
Uncountable nouns	vii	water, gold, milk, sugar
viii	names given to a number of people, animals or things and spoken of as <i>one</i> whole	ix

2. Read this story. The italicized words are nouns. Identify the types of nouns and then list them in the correct columns given below. Some nouns may fit in more than one column.

A sloth of bears lived in a forest. One fine day in April, a bear woke up from his long sleep. He had been sleeping all through winter. He came across a hive where a swarm of bees lived and made honey. Now we all know that bees use sharp stings for protection. But hunger made the bear bold. He decided to face the danger. He reached out to grab



the hive. A single little bee flew out and stung the bear sharply on the nose and flew back into the hive.

The bear flew into an angry rage. He swatted at the hive with his big claws. As quick as a wink, the entire swarm of bees flew out and began to sting the bear from head to heel. The bear decided to run to safety. He ran to a pool of water and jumped in.

This is a very, very old story told by Aesop, a great storyteller who lived in Greece. What is the moral of this story?

Proper nouns	Countable nouns	Uncountable nouns	Abstract nouns	Collective nouns

PRONUNCIATION



/j/, /zh/ and /z/*

Listen to these words. Say them aloud with your teacher and fill in the blanks on the next page.

joy

zoo

beige

edge

rose

pleasure

leisure

*In this book, letters written within parallel lines // denote sounds, not letters of the alphabet.

- 1. Joy has the same /j/ sound as _____.
- 2. Pleasure has the same /zh/ sound as _____.
- 3. Zoo has the same /z/ sound as _____.

WRITE WELL

Describing abstract nouns

With a little bit of imagination, we can describe abstract nouns by using concrete nouns.
Read these sentences.

- Happiness sounds like the stories Grandmother tells me on a winter evening.
- Beauty is a perfect pink rose.
- Nervousness looks like the swimming pool I see far below when I stand at the top of the diving board.
- Delight tastes like buttery popcorn.
- Glee feels like a cool pond to splash in on a hot summer afternoon.

Choose any ten abstract nouns and use your imagination to describe them through concrete nouns—things you see, taste, smell, hear and touch.

courage hope love joy delight
success beauty knowledge
laughter bravery fear freedom
luck danger cheerfulness peace
kindness friendship

LISTEN AND SPEAK WELL

1. Grandfather is teaching the narrator about endangered animals. Circle the animals he describes.

a. i.



ii.



iii.



b. i.



ii.



iii.



c. i.



ii.



iii.



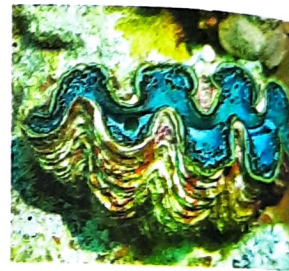
d. i.



ii.



iii.

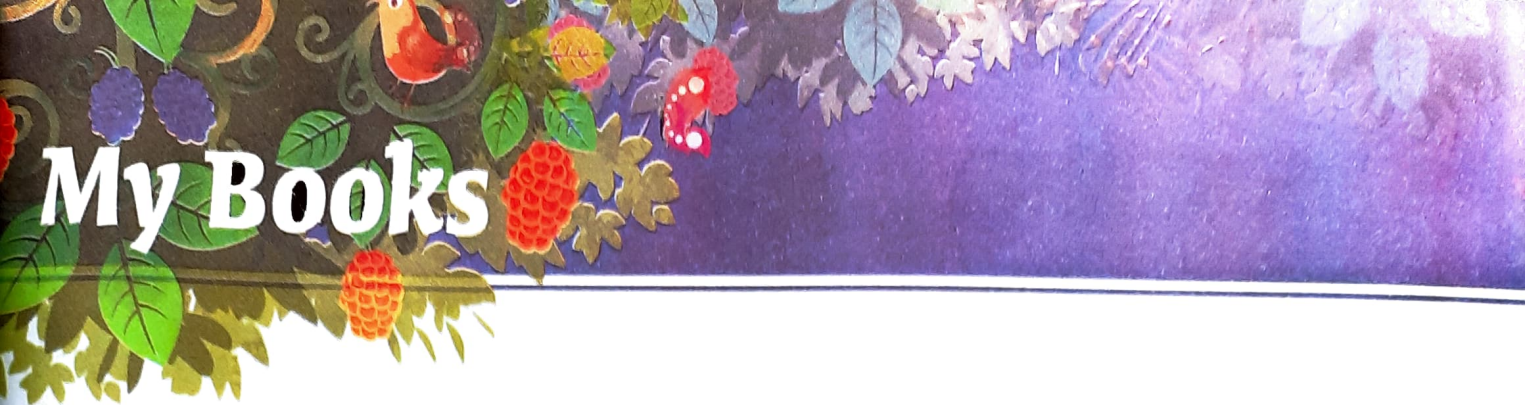


2. Let us play a memory game. Here is how you play the game.

- Players stand in a circle.
- The teacher starts the game by saying, 'The cat wants some milk.'
- The player to her left says: 'The cat wants some milk and a piece of fish and the _____ (name of another animal) wants a/an/some _____.'
- The next player repeats what the teacher and the first player said, and continues by adding another, 'The _____ (name of another animal) wants a/an/some _____' sentence and so on.



For the teacher: This game reinforces the use of countable and uncountable items related to animal feeding habits. The teacher's role is to correct the students' grammar. If a student says 'The grasshopper wants a grass,' the teacher should say the correct sentence and have the student repeat it correctly.



My Books

A book is like a friend. Dr Seuss, a very well-known writer of children's books, has said:
The more that you read, the more things you will know.
The more that you learn, the more places you'll go.

Let us read about how we can go places with books. 

I love my books.
They are the homes
Of queens and fairies,
Knights¹ and gnomes².

Each time I read, I make a call
On some quaint³ person, large or small,
Who welcomes me with hearty⁴ hand,
And leads me through his wonderland.

Each book is like
A city street
Along whose winding⁵
Way I meet
New friends and old who laugh and sing,
And take me off adventuring⁶!



¹**knights**: soldiers who rode horses and fought battles a long time ago ²**gnomes**: tiny men who are believed to be the guardians of Earth's treasures ³**quaint**: strange ⁴**hearty**: warm-hearted; friendly ⁵**winding**: having a lot of bends and turns ⁶**adventuring**: doing new and exciting things, often in new places

MAKING CONNECTIONS

1. Name two things that books are compared to in the poem.
2. In the poem, find

- a. the opposite of the word 'ordinary'.
- b. a synonym of the word 'twisting'.
- c. two pairs of rhyming words.

3. Read these lines and answer the questions that follow.

I love my books.

They are the homes

Of queens and fairies,

Knights and gnomes.

- a. How does the narrator feel about books?
- b. List the characters that the poet has read about.
- c. What kind of books do you think the poet is describing in these lines? Name one such book that you have read.



4. Who 'welcomes' the poet? What do you think the expression 'hearty hand' means?
5. How is reading a book like having an adventure?
6. What books do you enjoy reading? If you met someone who did not read books, what would you say to encourage the person to read?



APPRECIATION

Similes and metaphors

Read these comparisons.

- Each book is *like* a city street ...
- They (books) *are* the homes of queens and fairies ...



The first comparison says that a book is *like* a city street. This comparison is a simile.

A word or a group of words that compares one thing to something else, using the words *like* or *as*, is called a **simile**.

The second comparison says that books are *homes of queens and fairies*. This comparison is a metaphor.

A word or a group of words that says one thing *is* something else, and not just *like* it, is a **metaphor**. A metaphor is a stronger comparison than a simile.

Similes and metaphors make poetry more interesting by creating pictures and images in our minds.

1. Identify comparisons in these lines. Underline the similes and circle the metaphors.

- The paintbrush was like a magic wand in the hand of the artist.
- My sister is a walking dictionary and knows the meaning of every word that I ask her.
- I work all week but on Sundays I am as free as a bird.
- He is a night owl. He stays awake all night and sleeps all day.
- When my grandmother sees me, she smiles and says, 'You are my sunshine!'

2. Use a simile and a metaphor to write descriptive sentences for each of the pictures given below.

a.



b.



c.



d.



The Wizard of Hockey

2



Pair these pictures related to games and sports with the right words.



a.



b.



c.



punch

hat-trick

checkmate

dribble

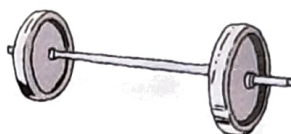
smash

snatch

d.



e.



f.



Major Dhyan Chand Singh is considered to be one of the greatest hockey players of all time. He was part of the gold-winning Indian hockey team in three Olympic Games. Let us read more about him.



It was the final of the Punjab Indian Infantry¹ Hockey Tournament in Jhelum, India. Dhyan Chand's side was losing the match by two goals. With only four minutes to go, his commanding officer² called out, 'Aage bado jawan, kuch toh karo, Dhyan!' (Go forward, soldier! Do something, Dhyan!) Dhyan Chand did go on to do something. He scored three goals in four minutes and led his team to victory.

Dhyan 'Chand' Singh was born in the state of Uttar Pradesh in India on 29 August 1905. His father, Subedar³ Sameshwar Dutt Singh, played hockey in the army. Dhyan Singh's family had to frequently move to the different places where his father was transferred⁴

¹infantry: a branch of the army that fights on foot ²commanding officer: a senior officer who is in charge of (here) Dhyan Chand ³subedar: a rank in the Indian army ⁴transferred: moved from one place to another

on duty. His schooling suffered as a result and he stopped going to school after he completed class six. The family finally settled in a city called Jhansi⁵ where Dhyani's father got a small piece of land to build a house.

Young Dhyani did not show any special interest in sports, though he loved wrestling. In fact, his hockey career had quite an ordinary beginning. Dhyani and other youngsters used to cut a leaf of a date palm each and pull off the fronds⁶. With a curve at its end, this palm leaf stem would become a makeshift⁷ hockey stick and they would play with a ball made from old rags.

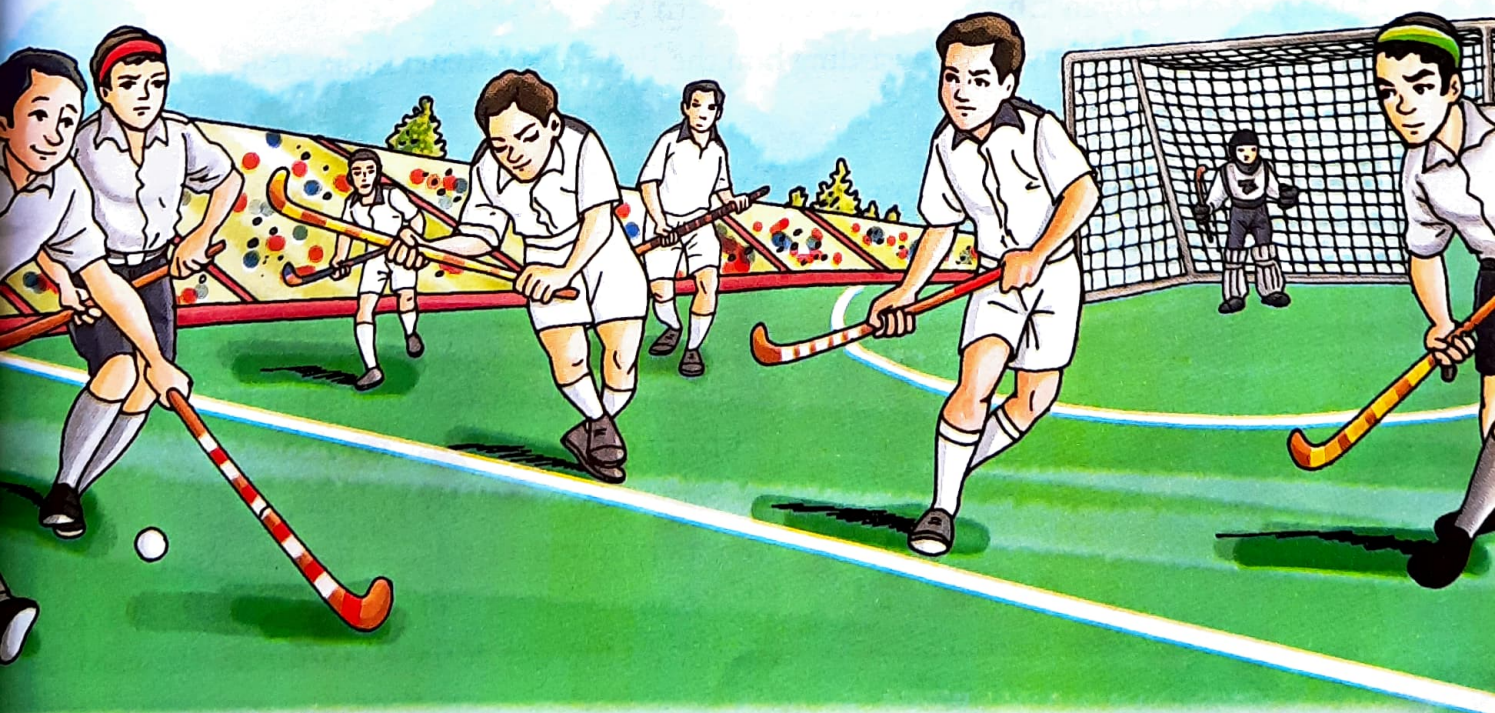
In 1922, at the age of 17, Dhyani Singh joined the Indian Army. He was a sepoy⁸ of the 14th Punjab Regiment⁹. While serving in the regiment, he came in contact with Subedar-Major¹⁰ Bhole Tiwari. Major Tiwari was very fond of hockey and was a good player himself. He recognized the talent in Dhyani Singh. He became Dhyani's guru and his influence

laid the foundations¹¹ of Dhyani's amazing sports career.

Tiwari and Dhyani Chand had no fixed time to play. Dhyani Chand had to pay attention to army duties and could not find enough time to practise hockey during the day. So he practised alone on the field at night. While they rested, his army mates could hear him hitting the ball for hours at a time. The legend of Dhyani Chand and his unbelievable feats on the hockey field had begun.

Why was Major Tiwari the right person to help Dhyani Singh?

Briefly describe how Dhyani Singh and his friends played hockey as children.



⁵Jhansi: a city in Uttar Pradesh ⁶fronds: long leaves divided into parts along the edge ⁷makeshift: something that is not permanent; only to be used for a short while as a temporary solution ⁸sepoy: (in the past) an Indian soldier serving under a British or European officer ⁹regiment: a large group of soldiers ¹⁰Subedar-Major: an army rank in India ¹¹laid the foundations: taught the basics

In 1926, Dhyan played his first match for India in New Zealand, beginning an international career that lasted 22 years. Dhyan Chand won gold medals at the Olympic Games in Amsterdam (1928), Los Angeles (1932) and, as captain, in Berlin (1936). Dhyan Chand scored thirty-six goals in twelve Olympic matches—an average of three goals a match!

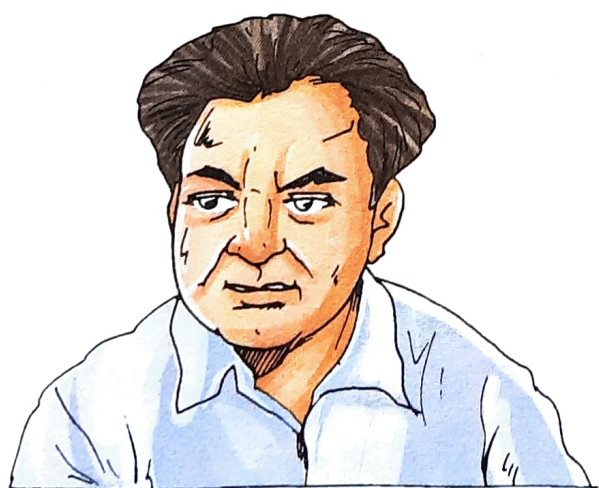
Dhyan Chand could control the ball so well with his hockey stick that his opponents¹² thought there was some mischief at work. The Dutch broke his stick to check if there was a magnet inside; the Japanese thought there was glue on it. Dhyan Chand's magical stick work drew crowds to the hockey field. His skilled stick work and amazing ball control left fellow players and spectators awestruck¹³. He earned the nickname 'Hockey Wizard'.

When he played at the Berlin Olympics, a German newspaper carried a banner headline¹⁴: 'The Olympic complex now has a magic show too.'

Dhyan Chand believed in being the best. As a great sportsman, he never lost his temper on the field, but he certainly had the will to win. Dhyan Chand played with excellent team spirit. He respected his teammates. Even though he was talented, he never boasted or showed off.

He played selflessly. If he found that one of his teammates was in a better position to score, he would immediately flick the ball to the well-placed player. 'Hockey is a game of eleven players, not of one individual,' he always said.

At the age of 51, Dhyan Chand retired from the army as a Major¹⁵. The Government of India honoured him that year by awarding him the Padma Bhushan (India's third highest civilian¹⁶ honour).



Dhyan Chand breathed his last on 3 December 1979 in Delhi. A year after his death, the Indian Postal Service issued a commemorative stamp¹⁷ in his honour. The Dhyan Chand National Stadium in New Delhi is named in his honour. His birth date, 29 August, is celebrated as the National Sports Day in India. The President gives away sports awards, such as the Rajiv Gandhi Khel Ratna, Arjuna Award and Dronacharya Award, on this day at the Rashtrapati Bhawan¹⁸.

Which expression in the paragraph means something that is wrong or unfair?



¹²**opponents:** players in the opposite team ¹³**awestruck:** surprised (at how good he was) ¹⁴**banner headline:** a large headline, right across the top of the front page ¹⁵**Major:** a rank in the Indian army ¹⁶**civilian:** a person who is not a member of the armed forces or the police ¹⁷**commemorative stamp:** a stamp in memory of or as a tribute to someone's achievements ¹⁸**Rashtrapati Bhawan:** the official home of the President of India

In 2002, a Dhyan Chand Award for Lifetime Achievement in Sports and Games was introduced to honour those sportspersons who have not only contributed to sports through their performance but continue to contribute to the promotion of sports after retirement from an active sporting career.

How is Dhyan Chand Award different from other awards?



The opening sentence of Dhyan Chand's autobiography reads, 'I am a common man and then a soldier. It has been my training from my very childhood to avoid limelight¹⁹ and publicity.

I have chosen a profession where I have been taught to be a soldier, and nothing beyond that.' But he was not so common after all. His skill was the stuff of myths and legends—there will never be another like him.

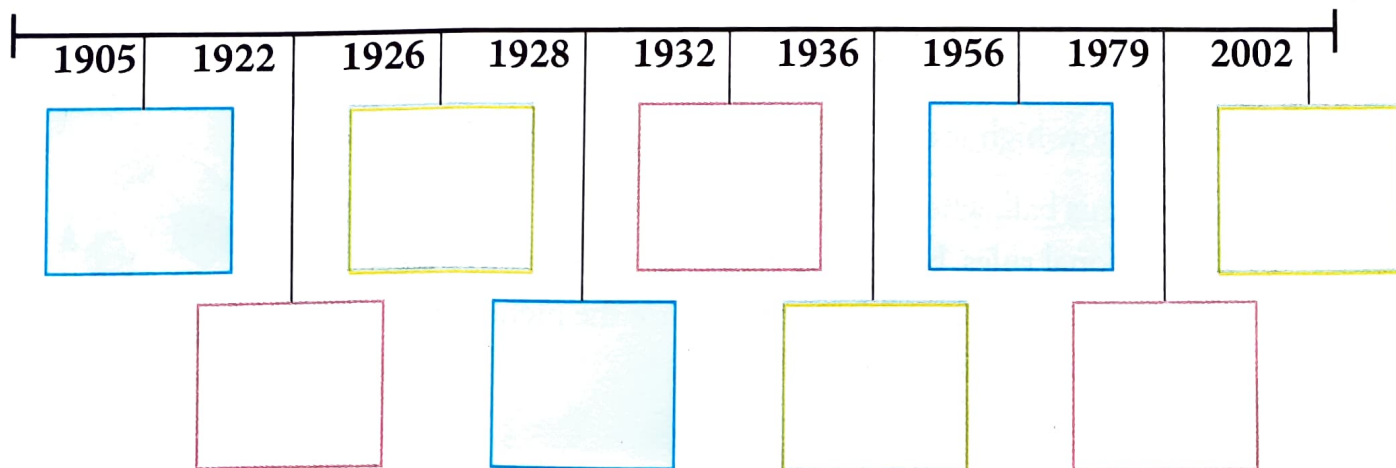
Dhyan Chand's brother Roop Singh, son Ashok Kumar, nephew Chandrasekhar and granddaughter Neha Singh too had the privilege of representing the national hockey team at the Olympics and various World Cup games. The Singh family has won five Olympic gold medals, one Olympic bronze, one World Cup gold, one World Cup silver and one World Cup bronze medal.



MAKING CONNECTIONS

Quick answers

1. Create a timeline in your notebook in the manner shown below and fill it with the information you have gathered from the story.



¹⁹limelight: focus of public attention

Reference to context

2. Young Dhyan did not show any special interest in sports, though he loved wrestling. In fact, his hockey career had quite an ordinary beginning.
 - a. Which sport did Dhyan enjoy when he was young?
 - b. Why is the beginning of Dhyan Chand's hockey career described as ordinary?
 - c. Who first encouraged Dhyan Chand to play hockey seriously?
3. When he played at the Berlin Olympics, a German newspaper carried a banner headline: 'The Olympic complex now has a magic show too.'
 - a. How long did Dhyan Chand's international hockey career last? At how many Olympic Games did his team win a gold medal?
 - b. What nickname did Dhyan Chand earn at Berlin?
 - c. Why did the newspaper announce that there was a magic show at the Olympic complex?



Read, reflect and write

4. Why did Dhyan Chand's schooling suffer?
5. What did Dhyan Chand's opponents think when they first saw his skill with the hockey stick?
6. After reading this chapter, what do you think are the essential qualities that a good sportsperson must have?



Integrate



7. a. If the Sun were the size of a beach ball, Jupiter would be a golf ball and the Earth would be a pea. Make cardboard cut-outs to illustrate the difference in sizes of balls used in various games.
- b. A ball's size, weight, the surface on which it is being used and many other factors determine how high it can bounce.

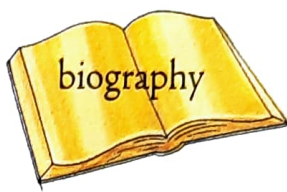
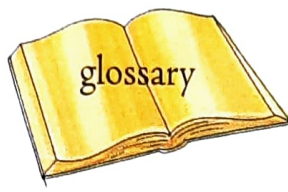
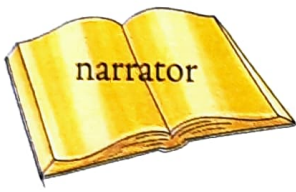
A table-tennis ball, when dropped from 30 centimetres, should, by international rules, bounce 23 centimetres high. Take balls used in various games—which ones bounce the highest and which the least? Record your findings.



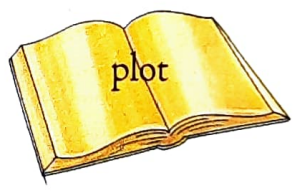
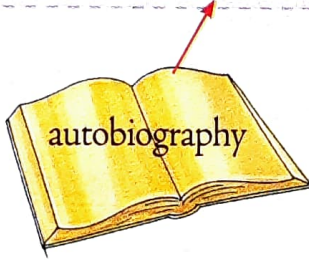


Literary words

1. Here are some words we use when we talk about writing. Match the literary words on the books with their descriptions. One has been done for you.



a. the story of a person's life	b. the main idea in a piece of writing	c. the series of events that make up the main story of a book	d. the story of a person's life written by the person himself/herself	e. the person who tells the story in a book	f. a list of explanation of words
---------------------------------	--	---	---	---	-----------------------------------



Words denoting a number of people

2. Use the jumbled letters to fill in the blanks. One has been done for you.

a. a number of people watching a game or a match	SROTCEPS	SPECTATORS
b. a number of people collected on a street	WCD	_ R O _ _
c. a number of singers	IRO	C H _ _ _
d. a number of disorderly people	MB	_ O _
e. a number of dancers, artistes	ROEP	T _ _ U _ _
f. a number of actors	PYCN	_ O M _ A _ _



Articles

Read these sentences.

- Dhyan's father got *a* small piece of land to build *a* house.
- Dhyan Chand contributed to *the* promotion of sports after retirement from *an* active sporting career.

The is the most frequently used word!

The words *a*, *an* and *the* are articles.

Articles are words placed before nouns to show whether the nouns are used in a particular or general sense.

Let us review how we use the articles.

Indefinite article	a, an	• before singular nouns we can count • when we do not refer to particular or specific nouns	<i>a</i> tree, <i>a</i> book, <i>a</i> man, <i>a</i> school, <i>an</i> umbrella
Definite article	the	• before either singular or plural nouns, countable or uncountable nouns • to refer to something or someone that both speakers in a conversation know about or that has been referred to before	<i>the</i> trees I planted; <i>the</i> man who helped me; <i>the</i> water in <i>the</i> jug A woman rescued <i>the</i> shipwrecked sailors. <i>The</i> woman is from Chennai.
		• to refer to nouns that are unique—one of a kind	<i>the</i> sun, <i>the</i> moon, <i>the</i> Internet, <i>the</i> Olympics

Although we generally do not use articles before proper nouns, we use the definite article before the names of the following:

certain books
the Ramayana, *the* Holy Bible

countries whose names include words like *kingdom*, *states* or *republic*; countries which have plural nouns as their names *the* United Kingdom, *the* Netherlands

**rivers, seas, oceans, mountain ranges
and deserts**

*the Nile, the Black
Sea, the Andes,
the Sahara Desert*



famous works of art

*the Sunflowers
by Van Gogh*



well-known buildings

the Burj Khalifa, the Eiffel Tower



families and titles given to people

*the Jacksons, the Wizard
of Hockey*



1. Read these sentences. If the articles are used incorrectly, correct them.

- Grandfather is going to buy the new coat.
- An Internet is a global system of computer networks.
- We will return in an hour.
- We went to see an Taj Mahal.
- Father invited an Sharmas to dinner.
- Florence Nightingale was known as a Lady with the Lamp.



2. Rewrite the paragraph putting *a*, *an* and *the* where necessary.

In 1952, Mary D'Souza had been selected to represent India at Helsinki Olympics but she had no funds; government was only paying airfare. So her neighbours and friends organized dance to raise enough money. Mary was one of first four women to participate in Olympics. At first Asian Games held in New Delhi, Mary bagged a silver medal in the 4×100m relay and bronze medal in 200m sprint. She was also member of Indian Women's Hockey team. Mary D'Souza has been extraordinary athlete. Mary was awarded Dhyan Chand Award, India's highest award for lifetime achievement in sports and games.

When do we use *a/an* and when do we use *one*?

Read this sentence.

- A year after his death, the Indian Postal Service issued *a* commemorative stamp in his honour. When we write '*a* year after his death', we mean '*one* year after his death'. So, we use *a* and *an* to mean *one*, referring to a single object or person.

Examples: I'd like *a* mango and two apples, please.
I bought *a* set of colours and *a* drawing book.



Read this sentence.

- Hockey is *a* game of eleven players, not of *one* individual.

We use *one* when we mean one of a larger number.

Read these examples and notice the difference in the use of *a/an* and *one*.



Examples: What would you like? I'd like *a* mango. (not an apple)
How many mangoes would you like? I'd like *one* mango.
(not two mangoes)

3. Tick the most suitable answer.

a. How many books do you have on your desk?

- i. I have one book on my desk.
- ii. I have a book on my desk.

What do you have on your desk?

- i. I have one book on my desk.
- ii. I have a book on my desk.

b. What do you want to eat?

- i. I want to eat a sandwich.
- ii. I want to eat one sandwich.

How many sandwiches do you want to eat?

- i. I want to eat a sandwich.
- ii. I want to eat one sandwich.

c. How many teachers are there in the class?

- i. There is one teacher in the class.
- ii. There is a teacher in the class.

Who is in the class?

- i. There is one teacher in the class.
- ii. There is a teacher in the class.

☐☐☐☐☐☐☐☐☐☐☐☐

PUNCTUATION

Exclamation marks

Exclamation marks are used to express strong feelings.

Example: Go forward, soldier! Do something, Dhyan!

When the officer said these words, he was expressing a strong feeling—he was feeling terrible that his team was losing and he wanted to urge Dhyan Chand to lead the team to victory.

1. Punctuate these sentences with exclamation marks and full stops. Then imagine that you were to meet Dhyan Chand after the game. Put a tick against the sentence that you would say to him.

a. You played a good game You must keep practising to do better

☐

b. Wow That was fantastic Dhyan You are a wizard

☐

c. Well done, Dhyan Keep up the good work The team needs more players like you

☐

2. Look at the pictures given below. Fill in the speech bubbles with exclamatory sentences.

a.



b.



c.



d.



WRITE WELL

Essay

Write an essay on your favourite game or sport. Here are a few points you could include in your composition. The order of the points is very important in any composition.

Pay special attention to it when you start writing.

- name of your favourite sport
- number of players required
- equipment needed
- brief description of how the sport is played
- some special words used in this sport
- some well-known players associated with the sport
- some interesting facts about this sport
- the reason why you like this sport



LISTEN AND SPEAK WELL



Well-known scientist, engineer and author Dr A.P.J. Abdul Kalam served as the President of India from 2002 to 2007. Like Dhyan Chand, Dr Kalam faced challenges cheerfully and with great determination. Listen to what Dr Kalam said when he was interviewed by a young college student. Then do the exercises that follow.

1. Choose the best option.

- a. Dr Kalam was inspired by
 - i. his classmates.
 - ii. his science teacher.
 - iii. Rameshwaram.
- b. When he was a boy Dr Kalam lived
 - i. on a small island.
 - ii. on a large island.
 - iii. on a beach near a city.

☐
☐
☐
☐
☐
☐

- c. Sivasubramania Iyer took the boys to the beach because
- i. he was not interested in teaching them anymore.
 - ii. he was happy that all the boys understood what he had taught them.
 - iii. he wanted all the boys to understand how birds fly.
- d. Through this interview, Dr Kalam tells us that it is important to
- i. develop an interest only in Maths and Physics.
 - ii. know how a bird flies.
 - iii. to dream of what you can do in life.

☐
☐
☐☐
☐
☐

2. Think of any three questions that you want to ask your partner. Then interview your partner. Your partner will also get to interview you. You may choose questions from the list below or frame some of your own.

- a. Name a person you admire. Which qualities do you admire in the person?
- b. What do you like doing best when you have free time?
- c. Which is your favourite subject? Why do you like it?
- d. What do you want to do when you grow up?
- e. Describe the most memorable day of your life.
- f. If you could have three wishes, what would they be?

What do you like doing best when you have free time?

I love to go swimming. It is a lot of fun and a good form of exercise too!

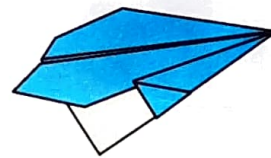
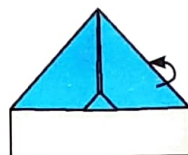
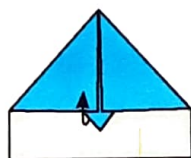
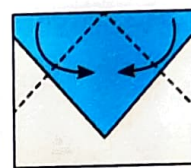
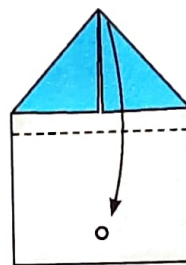
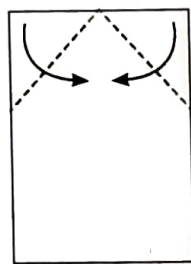
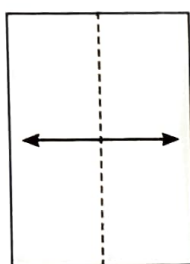


Ashraf's Invention

3



Follow the picture instructions and make a paper aeroplane.



Do you know who invented the powered aeroplane? Unscramble these wrong words to get the *right* names.

HTE WIGHRT ROBHTERS

Let us read a story about Ashraf, a boy from Nigeria, who loved to invent things.



The day began like any other day, except for one thing: Ashraf was in a hurry. He rushed to eat breakfast. He rushed to pick up his school bag, and he rushed to get on the bus for school. Everything else was happening slowly: he noticed that Ada the bus driver's foot barely touched the pedal¹. Ada was determined² to take her time this morning. When Ashraf finally glimpsed³ the low, brown school building, he rushed to the front of the bus. 'Not so fast,' Ada boomed⁴. 'Wait for the bus to stop completely first.'

Why did Ashraf feel that everything else was happening slowly?

¹barely touched the pedal: (here) the driver did not make the bus move faster

²determined: (here) had made up her mind

³glimpsed: got a quick view of (something)

⁴boomed: said with a loud, deep sound

'Sorry Ada, I need to get to class right away,' he called, as he jumped out of the bus and ran to his classroom.

First lesson was science, but Ashraf wasn't listening. His eyes were on the clock. He was waiting for the 11 a.m. first break. As soon as he heard the bell, he headed out⁵ to the yard.

'Hey! Eugene, do you want to come around after school to fly on my plane?'

Do you think Ashraf was usually distracted in his science class?



'What plane? Segun, come over here,' Eugene called loudly. 'Ashraf has a plane. Would you like to go to Jupiter or Saturn?'

'Look, I promise you that I have a plane. It can seat four people comfortably. Come and see,' Ashraf persisted⁶.

'Is it like the time you made a time capsule that could send us into the future?' Segun reminded him.

'I got into so much trouble thinking that I would wake up and find myself two grades up. I stopped studying for my exams and got all Ds,' said Eugene.

'Or is this like the time you dismantled your dad's radio, telling us that the radio frequencies can turn into waves that would make us invisible? I got into trouble for making faces, thinking nobody could see me,' laughed Segun.

'Oh Ashraf, you just never give up!' said Eugene.

'Well, you must come! This time I have found the formula,' Ashraf insisted.



What tells us that Ashraf, Eugene and Segun often did things together?



⁵headed out: started moving towards ⁶persisted: (here) continued to request his friends to come home

'More like the formula for getting into trouble,' Segun said. 'But I will come just for your mum's delicious chocolate cake.'

'Did you mention chocolate? I am in!' Eugene shouted.

The friends walked towards the playground to join the rest of the class huddled in conversation⁷.

'Here come the three musketeers⁸. I wonder what new adventure they are cooking⁹ this time,' Simon declared.

'Just ignore him,' Ashraf said, 'and don't tell him about this evening.'

'Simon, are you coming to see Ashraf's new flying saucer? We can all book where we want to go. I think I like the air in Lagos, and the sand in Kano is really pretty this time of year,' Segun called out.

'Why did you have to go and do that?' Ashraf stormed off, clearly upset.

'I am sorry, but so many of your inventions and experiments haven't worked out,' Segun said, as he ran after Ashraf.

'I thought we were friends. You are supposed to support me no matter what,' Ashraf muttered¹⁰, still angry.

'Look, I will be there all right,' Segun replied, as they made their way back to the classroom.

Ashraf was secretly delighted that his friends had decided to give him another chance.

The rest of the day flew by. Soon, it was time to get on the bus for home. As soon as the

bus stopped in front of his house, Ashraf raced inside. He needed to get comfortable seats on his plane for his two best friends.

He went into the living room and grabbed his mum's favourite purple cushions. He needed some string to make sure they were fastened securely for take-off¹¹, and knew just where to get it.

Dad always had string in his tool box.



What does *stormed off* mean?

What are the shifts we notice in Ashraf's feelings during the first break?

⁷**huddled in conversation:** gathered in a close group to talk (often in secret) ⁸**three musketeers:** reference to three close friends in a novel by Alexandre Dumas. Here, it refers to the three close friends in the story. ⁹**cooking:** (here) planning secretly ¹⁰**muttered:** said in a low voice that is difficult to hear ¹¹**take-off:** the moment when an aircraft is ready to fly

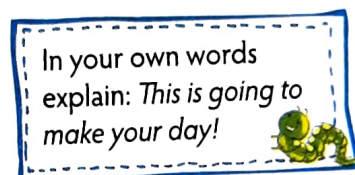
The only thing left was to get some refreshments. Mum's chocolate cake would do nicely, but he needed to find two tables to rest them on. He remembered that he had a pair of round hats. The perfect place to put a snack! Now, all he had to do was to get his helmet ready and climb into the cockpit while he waited for his friends to arrive.

Grabbing his yellow bicycle helmet, Ashraf made his way to the backyard. He took a minute to survey his creation in its entire splendour¹². It was magnificent—strong brown body with large wide wings and solid wheels! He looked around impatiently, wondering where his friends were.

'Ashraf, where are you? This better be good. I am missing watching soccer with Dad for this,' Segun announced their arrival.

'This is going to make your day! Come on over, I'm at the back,' Ashraf replied.

He hurriedly climbed into the cockpit, pulling on his helmet. He wanted to make sure he was ready when they got around the back. He checked the wings and the wheels to make sure that everything was perfect for take-off.



'Hurry!' he called out loudly.

Just then Ashraf heard a rumbling coming towards him.

'What is going on, Segun? Eugene?' he asked in panic¹³.

A horde of children were trooping into his backyard, marching towards him! There were children everywhere surrounding Ashraf, staring up at him. They were all talking at once.

Eugene and Segun pushed through the crowd to get a better look at their friend. He was perched high on a mango tree clasping onto a branch. On two branches were two hats, with a slice of chocolate cake on each.

'Some flying saucer,' the children muttered. 'It is just a tree.' Disappointed, they turned and walked off.

Ashraf sat glumly in his imaginary cockpit. 'You shouldn't have told everyone. Now I can't go back to school, not ever,' he stated dramatically.

Eugene and Segun scrambled up¹⁴ the tree and sat beside him.

'Look Ashraf, I like all your hare-brained¹⁵ ideas, and one day you might build all these things for real,' Segun encouraged him. 'For now we will help you, but you will need much more than a tree to get to space.'

¹²**splendour:** grand beauty ¹³**panic:** a sudden feeling of fear that you cannot control ¹⁴**scrambled up:** climbed quickly and awkwardly using their hands and feet ¹⁵**hare-brained:** crazy and unlikely to succeed



'You two are great!' Ashraf said, hugging them.

'We can look up inventions in my science book, and maybe we can start small, like how to boil an egg using heat from the sun,' Eugene supported.

'Hey, steady on or we will all fall off the tree!' Eugene warned.

'And then, Ashraf, you would have to invent an instant¹⁶ parachute to save us,' Segun laughed as the three friends made their way down.

Fatima Akilu is a Nigerian author. She writes children's books. She is also a psychologist. Some other books that she has written are *Timi's Dream Comes True* and *Ngozi Comes to Town*.

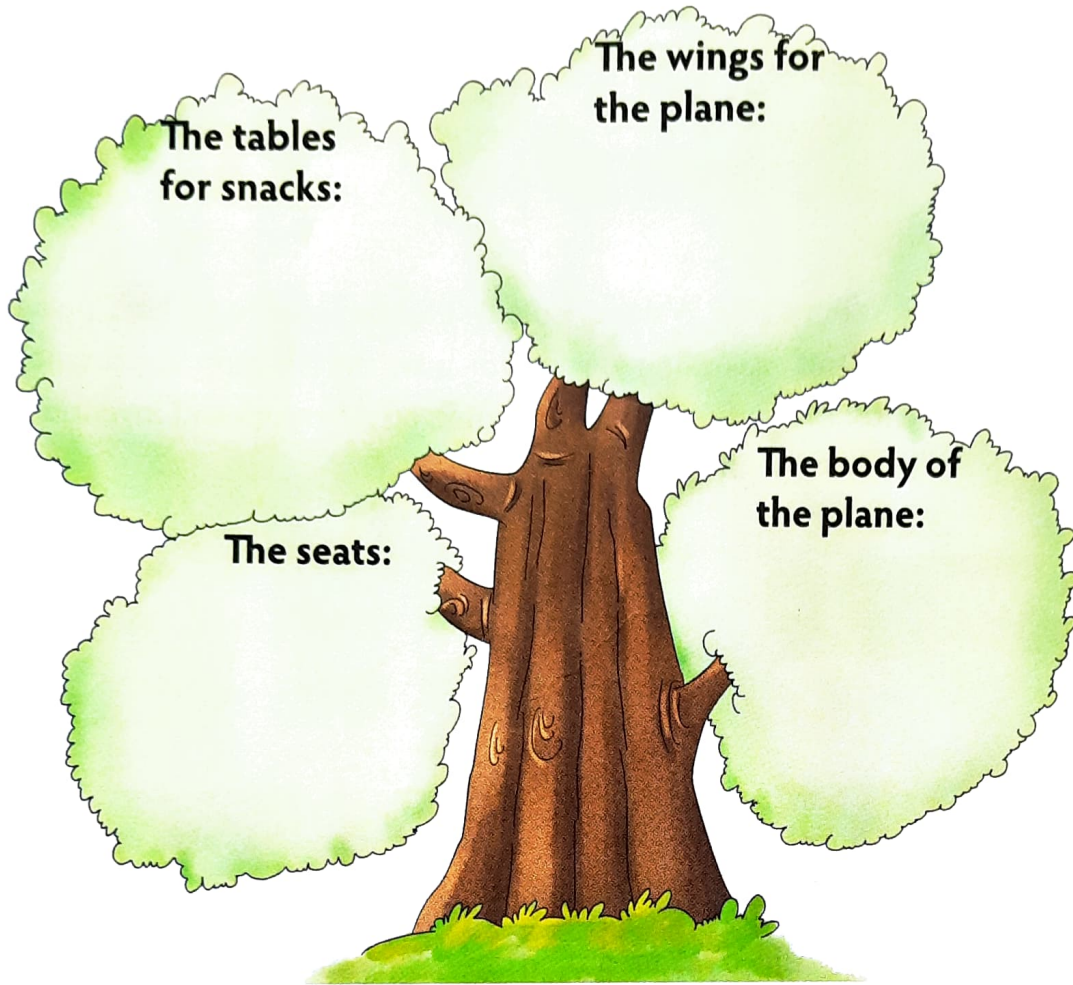
MAKING CONNECTIONS

Quick answers

1. Main characters are the central or important characters in a story. Supporting characters are the less important characters. Who are the supporting characters in this story?

¹⁶**instant:** (here) something that can be used without much preparation, immediately

2. Use this tree graphic organizer to describe Ashraf's plane.



Reference to context

3. 'Why did you have to go and do that?' Ashraf stormed off, clearly upset.
 - a. How had Ashraf been feeling at the beginning of the first break?
 - b. Who was Ashraf speaking to? What had this person done?
 - c. What did the listener say to Ashraf in reply?
4. 'Hey, steady on or we will all fall off the tree!' Eugene warned.
 - a. Who else was on the tree with Eugene?
 - b. What is a warning? What made Eugene give this warning?
 - c. What did Segun say in reply to this warning?

Read, reflect and write

5. How did Eugene receive the news that Ashraf gave him? Would you say that he was genuinely impressed? Give a reason to support your answer.
6. Why did Ashraf feel that he could not go back to school, ever? What did he think would happen if he went back to school?

7. Ashraf said that Eugene and Segun were great. What did he mean by this? Do you agree with Ashraf? Give reasons for your answer.
8. What did Ashraf say about the way friends should behave with each other? Write about your own experience to say whether or not you agree with Ashraf.

Integrate



9. Orville and Wilbur Wright (the Wright Brothers) are believed to have invented the first successful airplane. According to you, which are the five most important inventions? Who were the inventors? In groups, draw up a quiz on inventors and inventions. Take turns in quizzing the class.

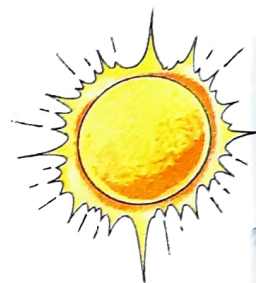
WORD WALL



Sky words

Read this sentence.

- Energy from the *sun* is called *solar* energy.
Sun is a noun. *Solar* is an adjective.



1. Fill in the blanks with adjectives formed from the nouns given below.

moon

wind

air

sun

star

- a. It's fun being with people who have a cheerful and _____ nature.
- b. During a _____ eclipse, the earth's shadow falls on the moon.
- c. What a lovely, _____ night it is! The perfect night for stargazing!
- d. This is such an _____ room! It isn't stuffy at all!
- e. On _____ days like these, the washing flaps as if it is going to fly off the clothesline!



Analogies

An **analogy** is a comparison between two things that have something in common.

Learning about analogies helps us in reading and in building vocabulary.

2. Read the pairs of words given in each box. Think of the relationship between the pair of words in bold. Then, from the three options given, circle the one that has the same relationship as the first pair of words. Two have been done for you.



cold : hot (relationship = opposites)

tall : long short : small

tall : short

lemon : sour (relationship = taste)

candy : bitter candy : sweet

apple : red

cakes : sweet

lemons : sweet

chillies : spicy

cakes : chocolate

always : never

hurriedly : slowly

hurriedly : fast

slowly : relaxed

help : assist

cheerful : happy

small : big

good : bad

bus : driver

car : passenger

plane : pilot

train : compartment

splendid : terrible

disappointed : let down

shining : dull

troubled : confused

leaf : tree

pencil : eraser

flower : bee

petal : flower

vehicle : bus

stationery : pencil

table : chair

train : tracks

sorry : apology

please : good

please : thank you

please : request

GRAMMAR TIME



Revision of tenses

- Read these sentences.
- Ada *drives* a bus.
 - Ada *is driving* a bus.
 - Ada *drove* a bus.
 - Ada *was driving* a bus.
 - Ada *will drive* a bus.
 - Ada *will be driving* a bus.

A **verb** expresses an action (*jumps*) or a state (*are excited*).

In each of these sentences, the verb *drive* is in a different form or tense.

A verb has different forms:

1. base form
(I eat.)
2. -ing form
(I am eating.)
3. past participle form
(I have eaten.)
4. base form + s (He eats.)
5. past form (I ate.)

A **participle** is a form of a verb and is used like an adjective or adverb.



A verb shows the time of an action either in its base form or by changing its form. The verb forms that show the time of actions are called **tenses**.

Let us read this table to revise tenses (present and past) and time (future).

Tenses and time	Positive	Negative	Interrogative
Simple present everyday actions and routines general truths	Ashraf <i>invents</i> flying machines. Aeroplanes <i>are</i> flying machines.	Ashraf <i>does not invent</i> flying machines. Trains <i>are not</i> flying machines.	Does Ashraf <i>invent</i> flying machines? Are rockets <i>flying</i> machines?
Present continuous an action that is happening at the time of speaking	Ashraf <i>is inventing</i> a flying machine.	Ashraf <i>is not inventing</i> a flying machine.	Is Ashraf <i>inventing</i> a flying machine?
Simple past actions that have already happened	Ashraf <i>invented</i> a flying machine.	Ashraf <i>did not invent</i> a flying machine.	Did Ashraf <i>invent</i> a flying machine?
Past continuous an action that was happening at some time in the past	Ashraf <i>was inventing</i> a flying machine.	Ashraf <i>was not inventing</i> a flying machine.	Was Ashraf <i>inventing</i> a flying machine?
Simple future an action that has not yet happened	Ashraf <i>is going to invent</i> a flying machine. Ashraf <i>will fly</i> in his machine.	Ashraf <i>is not going to invent</i> a flying machine. Ashraf <i>will not fly</i> in his machine.	Is Ashraf <i>going to invent</i> a flying machine? Will Ashraf <i>fly</i> in his machine?

Tenses and time	Positive	Negative	Interrogative
Future continuous an action that will be happening in the future	Ashraf will be inventing a flying machine.	Ashraf will <i>not be</i> inventing a flying machine.	Will Ashraf be inventing a flying machine?

1. Fill in the blanks with the most suitable form of the verbs given in brackets. One has been done for you.

Eugene reads (read) a lot. He _____ (love) mystery and adventure books. His favourite book _____ (be) *The Swiss Family Robinson*. Segun and Ashraf _____ (read) a lot too. All three of them _____ (read) right now in the school library. Last year Eugene _____ (read) over fifty adventure and mystery stories. When it was time to cut the cake on his birthday, Eugene was not to be found. Everybody _____ (look) for him. Finally, his mother _____ (find) him. He _____ (sit) under a tree in the garden and reading! Next week Eugene, Segun and Ashraf _____ (go) to the public library in Lagos. Ada _____ (drive) them. At this time next week, Segun, Eugene, Ashraf and Ada _____ (drive) to the city.

2. Rewrite these sentences using *not* correctly. You may have to make some other changes in the sentences.

- Maria does swim not every day.
- My grandmother not is working right now.
- Malcolm ate not all the cookies.
- The students not went on a field trip.
- He not was wasting his time.



3. Write a question for each of these answers. One has been done for you.

- Yes, they play every day.
Do they play every day?
- Yes, she is driving the tractor.
- Yes, they will be planting saplings.
- No, the students don't waste water.
- No, the children will not watch the television.



Irregular verbs

With a regular verb, you add *-d* or *-ed* to form a past or past participle verb. Irregular verbs do not follow the regular pattern, but there are some similarities within the irregular verbs.

4. In each group in the table below, cross out the row that is not completely correct.

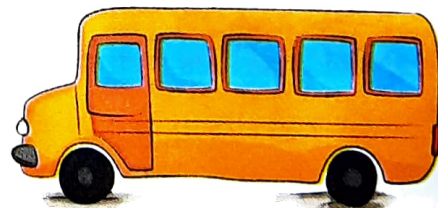
Group types	Base form	Simple past	Past participle
Group 1 All three forms are the same	cut	cut	cut
	put	put	put
	shut	shut	shut
	get	get	get
Group 2 Simple past and past participle forms are the same	lose	lost	lost
	meet	met	met
	bite	bit	bit
	teach	taught	taught
Group 3 All three forms are different	built	builded	built
	drive	drove	driven
	choose	chose	chosen
	wake	woke	woken

SPELLING

-ve words

Read these sentences.

- Ada *drove* the bus to school.
- Ashraf *gave* his friends a surprise on Monday morning.



English words that end with the sound /v/, as in *drove* and *gave*, always have the letter *e* after the letter *v*. The letter *e* always follows *v* at the end of the word unless the word is an abbreviation, an acronym or a name.

Examples: save stove have

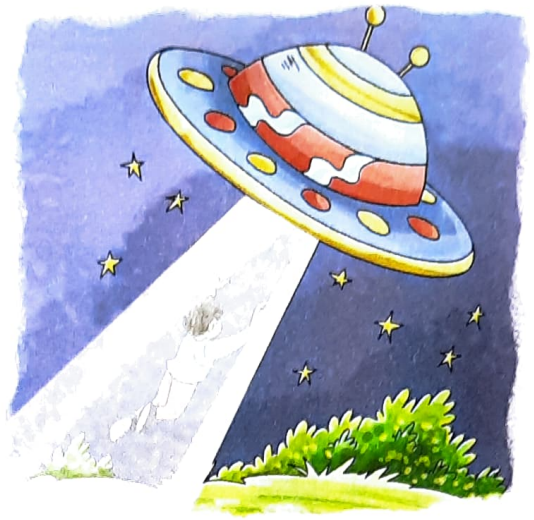
Come up with five other words that end in the /v/ sound and end with the letters *-ve*. Write them down in the blanks given below.

WRITE WELL

Picture story

Look at the picture and write a story based on it.
Given below are some questions that will help you write your story.

- Where did you first see the flying saucer?
- What did it look like?
- How did you feel when you saw it?
- What happened when you went close to it?
- Where did it take you?
- What did you see around you?
- How did you come back home?



LISTEN AND SPEAK WELL



1. We read how Ashraf's feelings changed with the events in the story. Listen to a song about feelings and circle the names of the feelings that are mentioned in the song.

anger	pride	sadness	exhaustion	grumpiness
sickness	shyness	embarrassment	happiness	annoyance

2. Choose the name of a feeling from the box above. Then think of an incident that made you feel that way and share it with your class. Here are a few prompts to help you organize your ideas.

I would like to share a time when I felt ...
I was years old.
That day ...
That day I learnt ...
I said to myself: I will always/never ...
That day ...
First ...
Next ...
Then ...
I felt so/very ...



Circus Elephant

Is it right or wrong to have animals perform in a circus? Discuss your views with your friends and then read this poem about an elephant in the circus.



Does the Elephant remember
In the grey light before dawn¹,
Old noises of the jungle
In mornings long gone²?

Does the Elephant remember
The cry of hungry beasts;
The Tiger and the Leopard,
The Lion at his feasts?

Do his mighty eardrums listen
For the thunder of the feet
Of the Buffalo and Zebra
In the dark and dreadful³ heat?

Does His Majesty remember,
Does he stir himself⁴ and dream
Of the long-forgotten music
Of a long-forgotten stream?

Kathryn Worth

¹dawn: early morning; the time of sunrise ²long gone: past; something which happened a long time ago
bad; terrible ⁴stir himself: (here) move slightly or lightly while he is sleeping

³dreadful: very

MAKING CONNECTIONS

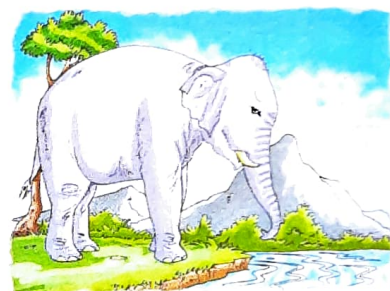
1. Number the following in the sequence in which they are spoken about in the poem.
 - a. the music of the long forgotten stream
 - b. the footfall of the Buffalo and Zebra
 - c. grey light before dawn
 - d. the cry of hungry beasts



2. Read these lines and answer the questions that follow.

*Does the Elephant remember
 In the grey light before dawn,
 Old noises of the jungle
 In mornings long gone?*

- a. Where is the elephant?
 - b. What 'noises' of the 'jungle' does the poet describe in the poem?
 - c. Why does the poet refer to the noises of the jungle as 'old'?
3. Which words does the poet use for the elephant in the last verse of the poem? What does the poet wish to show us by using these words?
 4. If the elephant could speak, what do you think he would say?
 5. According to you, does the poet think it is right for animals to perform in a circus? Give reasons for your answer.



APPRECIATION

Alliteration

When words that start with the same sound are used close together in a sentence, it is called **alliteration**.

Alliteration is pronounced uh-lit-uh-rey-shun.

Read this line aloud.

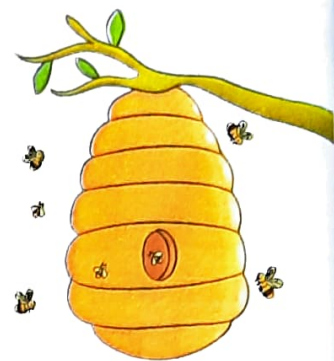
- In the **dark** and **dreadful** heat?

Do you hear the /d/ sound being repeated in this line?

Now read this sentence aloud.

- The **busy** **bees** **buzzed** around the **big** **brown** **bear**.

Can you hear the /b/ sound being repeated over and over again?



1. Here are a few more examples of alliteration for you to read aloud.



- a. On a warm but windy day, Wally walked down the winding street.

- b. Hungry Henry hurried home and ate a huge slice of honeydew melon.

- c. Go and gather in groups on the freshly grown green grass.

- d. The proud peacock pushed the pretty purple pillow off the pile of pineapples.

2. Thinking up alliterations is great fun. Try making up some of your own using the words given below.

- a. Terence the Tiger takes _____
- b. Seven snakes _____
- c. Ryan runs and _____
- d. The pretty pink _____
- e. The large, lazy _____
- f. The hungry hippo _____
- g. The chattering chimpanzee _____
- h. The yelping yellow _____



Meeting Miss Trotwood

4



Think of your favourite grown-up. On a sheet of paper, draw a quick sketch of the person and write three words that describe the nature of the person. Compile all the portraits created in the class and create a display chart.



Although his father had died, David Copperfield lived happily with his mother until she married Mr Murdstone, not a kind man. Mr Murdstone's equally unkind sister came to live with them. Then David's mother passed away as well and Mr Murdstone and his sister continued ill-treating David. They made him work in a factory instead of sending him to school. So David went in search of his only living relative—his aunt, Miss Betsey Trotwood. Finally, after walking a long distance he reached her house. Let's read the story to see what happened next.



I had walked every step of the way, sleeping under haystacks at night. Fortunately, it was summer. My shoes were completely worn out, and my hat was crushed and battered¹. My shirt and trousers, stained with heat, dew, grass, and the soil on which I had slept, might have frightened the birds from my aunt's garden as I stood at the gate. My hair had known no comb or brush since I left London. In this condition I waited to introduce myself to my aunt.

As I stood there, a lady came out of the house, with a handkerchief over her cap and a pair of gardening gloves on her hands. I was sure she was Miss Betsey from her walk, for my mother had often described her to me.

What does *had known no comb or brush* mean?



'Go away!' said Miss Betsey, shaking her head. 'Go along! No boys here!'

I watched her as she marched to a corner of the garden, and then I went softly and stood beside her.

¹**battered**: shabby and damaged with use

'If you please, ma'am—if you please, aunt, I am your nephew.'

'Oh, Lord!' said my aunt, and sat flat down in the garden path.

'I am David Copperfield, of Blunderstone, in Suffolk², where you came when I was born. I have been very unhappy since my mother died. I have been taught nothing and made to work instead of being sent to school. It made me run away to you, and I have walked all the way, and have not slept in bed since I began the journey.'



Here my self-control gave way, and I burst into tears.

My aunt got up in a great hurry and took me into

the house. The first thing my aunt did was to give me lots of strange tasting tonics³. Then she heated a bath for me.

After that she gave me a shirt and trousers belonging to Mr Dick, a nice old man who lived in my aunt's cottage, covered me with two large, warm shawls and led me to a soft, comfortable sofa where I fell asleep.

That was the beginning of my aunt's adoption of me. She wrote to Mr Murdstone, and he and his sister arrived a few days later, and were scolded by my aunt for the way they had treated me.

Mr Murdstone said, finally, he would take me back but if I did not return there and then, his doors would be shut against me forever.

'And what does the boy say?' said my aunt. 'Are you ready to go, David?'

I answered 'No,' and pleaded with her not to let me go.

She pulled me towards her, and said to Mr Murdstone, 'You can go when you like; I'll take my chance with the boy!'

²Blunderstone in Suffolk: the place where David was born ³tonics: medicinal liquid taken to feel healthy and full of energy

When they had gone my aunt announced that she would be my guardian and that I should be called Trotwood Copperfield. Thus I began my new life, in a new name, and with everything new about me.

My aunt sent me to school at Canterbury. Since there was no room at the school for boarders, she arranged for me to board with her old lawyer, Mr Wickfield.

My aunt was as happy as I was in this arrangement. Mr Wickfield's house was quiet and still and his daughter, Agnes, a child of about my own age, was bright and happy.

The school I now went to was better in every way than Salem House⁴ but I felt very strange at first. It had been quite a while since I was at a school with companions of my own age. It seemed to me that I had forgotten everything I had learnt.

However, I felt better when I went to school the next day, and a good deal the better the day after, and so on that in less than a fortnight⁵ I was quite at home, and happy among my new companions.

'Trot,' said my aunt, when she left me at Mr Wickfield's, 'Never be mean in anything; never be false; never be cruel. I will come and visit you soon. And now the pony's at the door, and I am off!'

She embraced me hastily, and went out of the house, shutting the door after her. When I looked into the street I noticed how sadly she got into the chaise⁶, and that she drove away without looking up.

What did Miss Betsey mean when she said she would take her chance with David?



Adapted from David Copperfield

Charles Dickens (1812–1870) was an English writer. *David Copperfield* was his favourite novel and David, his favourite character. It is said that many things that happen in the book are based on his own life. For example, like David, he also had to quit school and work in a factory for some time.



MAKING CONNECTIONS

Quick answers

1. Put a tick (✓) against the sentences that are true and a cross (X) against those that are false.

a. David had had a comfortable journey on the way to his aunt's house.

☐

⁴**Salem House:** the school where David was sent by the Murdstones ⁵**fortnight:** two weeks ⁶**chaise:** a small horse-drawn carriage with an open top and two wheels

- b. David was neatly dressed when he introduced himself to his aunt.
- c. David's aunt had never seen him before.
- d. David's aunt recognized him the moment she saw him at the gate.
- e. David had had an unhappy life up to the time he came to his aunt's house.
- f. David did not want to live with the Murdstones ever again.
- g. David's aunt was happy to be his guardian.
- h. At Canterbury, David's aunt drove away without looking up because she was glad that David was away at school.

Reference to context

2. *'Oh, Lord!' said my aunt, and sat flat down in the garden path.*
 - a. Where was David?
 - b. What was the name of David's aunt?
 - c. Why did David's aunt sit flat down in the garden path?
3. *The school I now went to was better in every way than Salem House ...*
 - a. Which school was better than Salem House?
 - b. Who sent David to the better school?
 - c. Where did David board while he was at the better school?

Read, reflect and write

4. What were the first things that David's aunt made him do?
5. The villain of a story is a character who tries to harm the main character. Name two villains in this story. Give reasons stating why you think they are villains.
6. How did David feel when he first went to school at Canterbury? How did he feel after two weeks had passed?
7. What kind of person was David's aunt? Give examples from the story to support your opinion.



Integrate



8. 'Rights' are things every child should have or be able to do. Up to the time that David met his aunt, he was not given all the rights that a child should have. All children have the same rights. These rights include the right to healthy food, clean water, sanitation and a safe place to stay. They also include the right to learn and play.

With the help of your teacher or a grown-up, find out more about child rights. Create a rights and responsibilities poster for your classroom.

WORD WALL



Antonym crossword

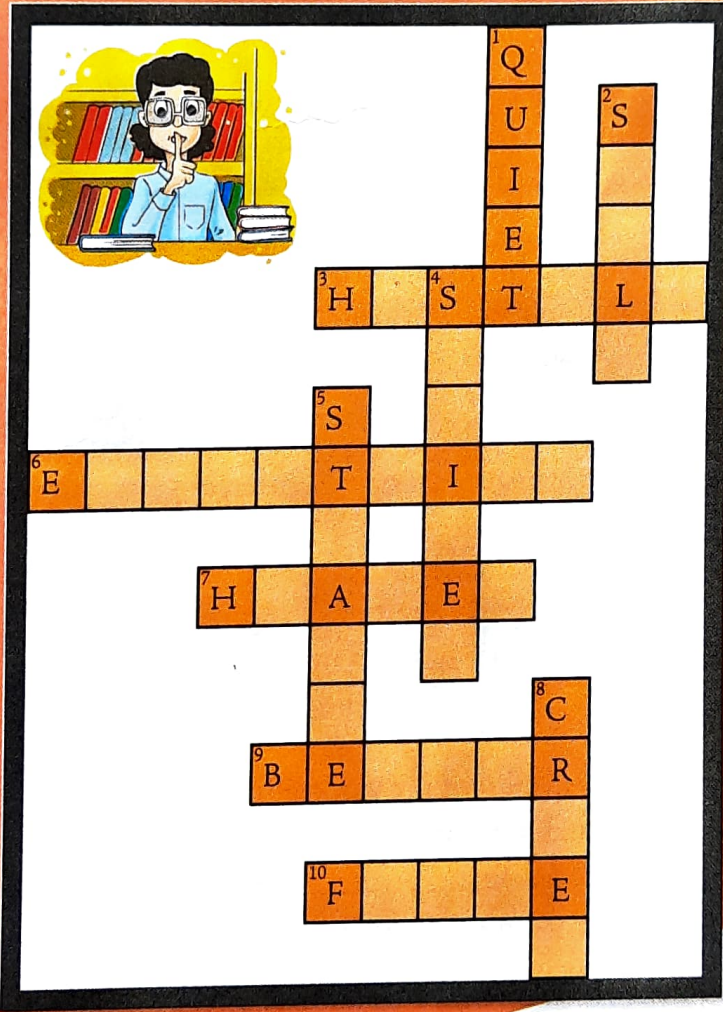
1. The clues given below are antonyms of words from the text. Follow the example and use the clues to fill in the crossword.

Down

- 1. noisy
- 2. cheerfully
- 4. clean
- 5. familiar
- 8. kind

Across

- 3. slowly
- 6. nothing
- 7. cooled
- 9. worse
- 10. true



2. Choose any five words from the crossword that you solved and make sentences of your own with them.



Perfect tense: present and past

Read these sentences.

- *I have walked* all the way.
- *I have not slept* in bed since I began the journey.
- David *has come* to meet his aunt.

In these sentences, *have walked*, *have slept* and *has come* are verbs.

They are in the present perfect tense.

Tenses show us the time of actions.



The **present perfect tense** means that an action was completed or *perfected* in the past and the action still has an effect in the present.

Read the table below to see how we use the present perfect tense.

We use the present perfect tense:

for an action that has just happened	<i>I have just read</i> a story written by Charles Dickens. <i>David has just arrived.</i>
for an experience	Our teacher <i>has read</i> many books. <i>I have travelled</i> by train.
to show a change	<i>I have finished</i> my work. (I had not finished it earlier, but now I have.) <i>The paint on my picture has dried.</i> (It was wet a while ago. Now it is not wet anymore.)
for an action that started in the past and still continues	<i>I have studied</i> in this school for five years. (I came to this school five years ago and I am still here.)



Let us read these sentences aloud to practise the structure of a sentence in the present perfect tense.

Noun/pronoun	Auxiliary or helping verb		Main verb	
I	have		painted	lots of pictures.
You	have		won	the match!
She/He	has	not	read	this book.
We	have	not	been	to France.

Auxiliary or helping verb	Noun/pronoun		Main verb	
Have	you		won	the match?
Has	she/he	not	read	the book?

Verbs have more than one form. For the present perfect tense, we use the *past participle* of the main verb.

Base form of verb	Past form of verb	Past participle form
eat	ate	eaten
draw	drew	drawn
read	read	read
choose	chose	chosen
hurt	hurt	hurt
fly	flew	flown

1. Fill in the blanks using the present perfect forms of the verbs given in the brackets.

- My grandparents _____ just _____ (arrive).
- I cannot play this weekend because I _____ (hurt) my leg.
- We _____ (live) in this house for ten years.
- Anne _____ not _____ (meet) my friends yet. I will introduce her.
- _____ he _____ (complete) the project?

Now, read this sentence.

► The Murdstones *had ill-treated* David, so Miss Trotwood *scolded* them.

In the sentence, *had ill-treated* and *scolded* are the verbs.

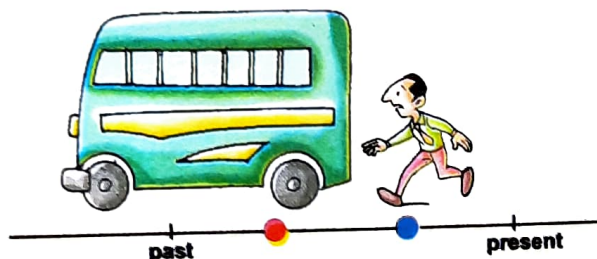
Both verbs are in the past, but *had ill-treated* is in the past perfect tense because the Murdstones had ill-treated David before Miss Trotwood scolded them.

When two actions happen in the past and we want to show which action happened first, we use the **past perfect tense**.

Read these sentences.

► The bus had left by the time he arrived.

► We had planted the trees when the rain started.



Let us read these sentences aloud to practise the structure of the past perfect tense.

	Auxiliary or helping verb		Main verb	
I	had		read	the book that he gave me.
He	had		made	dinner before the guests arrived.
They	had		practised	before the match started.
We	had	not	seen	him before he came here.

2. In the sentences given below, underline the action that happened first.

- When I woke up this morning, Grandfather had made breakfast.
- The dog had torn the newspaper before Grandmother could get it.
- The train had pulled out of the station by the time we reached the platform.
- I had finished my homework when my friends arrived.

3. Be a perfect detective! Spot the mistakes and correct them.

- I have are lots of cookies.
- He didn't come with us for the film because he had already saw it.
- We have just finish our work.
- As soon as she had did her homework, she went to bed.
- Tom was thirsty because he hadn't drink water all morning.



PRONUNCIATION



/w/ and /v/ sound words

Read these words aloud. Make sure your lips form a rounded *o* when you say the words that begin with *w*. When you say the words that begin with *v*, remember to lightly bite your lower lip to get the right sound.

wine	vine	water	vat	wise	vice	wane	vane
win	vim	wick	victory	wiper	viper	waste	
	vase	waist	visit	will	vile		

WRITE WELL



Making a list

David's aunt gave him some good advice when he went to school. Draw up a list of the advice that your teacher or a grown-up in your family gives you. Given below are some prompts that you can use. You can use some of them or all of them. Use them in any order you like.

Be ...	Don't be ...	Always ...
Sometimes ...	Learn ...	Make sure ...
Celebrate ...	Enjoy ...	Remember ...
Discover ...	Ask ...	Never forget ...
Never ...	Accept ...	Become ...
Fix ...	Dream ...	

LISTEN AND SPEAK WELL



- Even while he was with the Murdstones, David did not give up on his ambition to study and be educated. Listen to the passage that tells us about the ambition of another young person and answer these questions.
 - What had the author always wanted to do?
 - What was the author's favourite toy?

- c. When the author was twelve, he went to the airport to meet his brother. Why was this an important day for the author?
 - d. What did the author do to follow his dream?
 - e. On what day did the author write this passage?
 - f. Has the author's dream come true?
2. David had quite an adventure. Have you ever had an adventure? What was it? Were you alone or was someone with you? What did the adventure teach you?

Take a 'Have you ever...?' survey. Choose one of the questions given below and write it on a slip of paper. Then, with the permission of your teacher, walk around the class and ask at least ten classmates to answer it. When a classmate answers 'Yes, I have,' ask more questions in the simple past tense. At the end of the activity, share interesting findings with the class.

Have you ever played a team sport? Which sport did you play? Did you win your last match?	Have you ever read a fable? Which fable did you like the best? What did you learn from it?	Have you ever won a competition or a prize? Which competition/prize did you win? How did you feel when you won?	Have you ever planted a tree? Which tree did you plant? Where did you plant this tree?
Have you ever helped an older person? Whom did you help? What did you do to help?	Have you ever cooked a dish? What did you cook? How did you learn to cook?	Have you ever played a musical instrument? Which instrument did you play? What tunes did you play?	Have you ever drawn or painted a picture that has been put up for all to see? What did you draw/paint? Where was the picture put up?
Have you ever travelled alone? Where did you go? What did you see/do?	Have you ever seen a famous person? Who did you see? Where did you see the person?	Have you ever found something important that did not belong to you? What did you find? What did you do?	Have you ever done a science project? Where did you perform the experiment? What did you learn?

Peter and Wendy

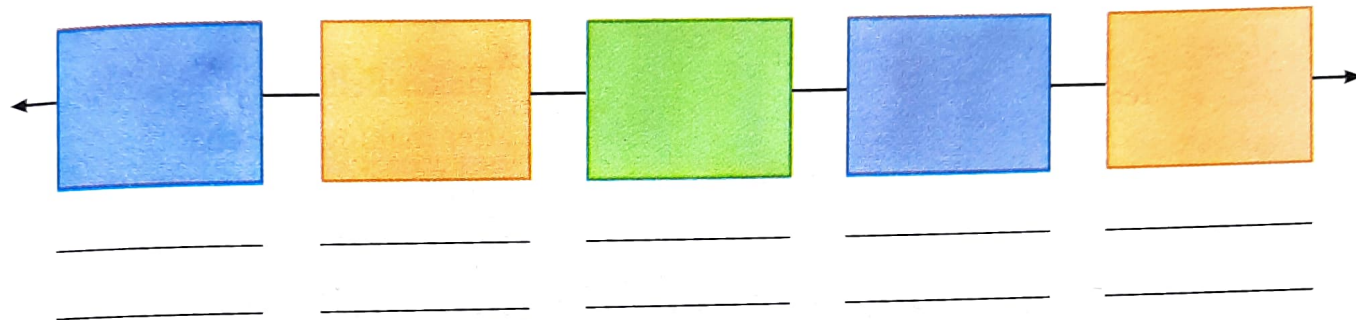
5



Fill in the timeline with important landmarks from your life.



_____ 'S TIMELINE



Share with your partner how you have grown and changed over the years.

Peter Pan was a mischievous young boy who spent his never-ending childhood on the faraway, magical island of Neverland with fairies, pirates and mermaids. He occasionally visited ordinary children too. One night as Peter listened to Mrs Darling read bedtime stories to her children—Wendy, John and Michael—Nana, their dog, entered and sprung at Peter. Peter escaped but his shadow got left behind. Let's read a story that describes how, a few days later, Peter waited till the children were asleep and then returned with the fairy Tinker Bell to find his shadow.



The night-lights by the beds of the three children went out one by one.

There was another light in the room now, a thousand times brighter than the night-lights, going in and out of all the drawers in the nursery¹, looking for Peter's shadow, rummaging² the wardrobe and turning every pocket inside out. It was not really a light; it

¹nursery: (here) a room for the use of young children ²rummaging: searching untidily through something

³ **fairy dust:** (mythology) glittery magical powder that fairies have
⁴ **chest of drawers:** a piece of furniture used for storage
⁵ **shudder:** a series of shivering and shaking (due to fear)

She was in a jug for the moment, and liking it extremely; she had never been in a jug before. 'Oh, do come out of that jug, and tell me, do you know where they put my shadow?' The loveliest tinkle as of golden bells answered him. It is the fairy language. You ordinary children can never hear it, but if you were to hear it you would know that you had heard it once before. Tink said that the shadow was in the big box. She meant the chest of drawers⁴, and Peter jumped at the drawers, scattering their contents to the floor with both hands. In a moment he had recovered his shadow, and in his delight he forgot that he had shut Tinker Bell up in the drawer. If he thought at all, but I don't believe he ever thought, it was that he and his shadow, when brought near each other, would join like drops of water; and when they did not he was surprised. He tried to stick it on with soap from the bathroom, but that also failed. A shudder⁵ passed through Peter, and he sat on the floor and cried. His sobs woke Wendy, and she sat up in bed. She was not alarmed to see a stranger crying on the nursery floor; she was only pleasantly interested.

made this light by flashing about so quickly, but when it came to rest for a second you saw it was a fairy, no longer than your hand, but still growing. It was a girl called Tinker Bell dressed in a leaf gown. A moment after the fairy's entrance, the window was blown open by the breathing of the little stars, and Peter dropped in. He had carried Tinker Bell part of the way, and his hand was still messy with the fairy dust³. 'Tinker Bell, he called softly, after making sure that the children were asleep, 'Tink, where are you?'



'Boy,' she said kindly, 'why are you crying?'

Peter, having learned the grand manner at fairy ceremonies⁶, rose and bowed to her beautifully. She was much pleased, and bowed beautifully to him from the bed.

'What's your name?' he asked.

'Wendy Moira Angela Darling,' she replied. 'What is your name?'

'Peter Pan.'

It did seem a comparatively short name.

'Is that all?'

'Yes,' he said rather sharply. He felt for the first time that it was a short name.

'I'm so sorry,' said Wendy Moira Angela.

'It doesn't matter,' Peter replied.

She asked where he lived.

'Second to the right,' said Peter, 'and then straight on till morning.'

'What a funny address!'

Peter had a sinking feeling. For the first time he felt that perhaps it was a funny address.

'No, it isn't,' he said.

Then Wendy saw the shadow on the floor, looking so draggled⁷, and she felt sorry for Peter. 'How awful!' she said, but she could not help smiling when she saw that he had been trying to stick it on with soap.

Fortunately she knew at once what to do. 'It must be sewn on,' she said.

'I shall sew it on for you,' she said, and sewed the shadow on to Peter's foot.

'I daresay⁸ it will hurt a little,' she warned him.

'Oh, I shan't cry,' said Peter, who was already of opinion that he had never cried in his life. And he clenched⁹ his teeth and did not cry; and soon his shadow was behaving properly.

Peter was now jumping about in the wildest glee¹⁰. Alas, he had already forgotten that Wendy was the one who attached his shadow. He thought he had attached the shadow himself. 'How clever I am,' he crowed. 'Oh, the cleverness of me!'

What had Peter learned from attending fairy ceremonies?



Why does Peter's address seem funny to Wendy? Do you feel the same?



What does to feel sorry for someone mean?



⁶ceremonies: formal gatherings to celebrate an important event ⁷draggled: dirty, wet; something that has been trailing through mud ⁸I daresay: I dare to say; I think ⁹clenched: pressed together tightly ¹⁰glee: great delight



Wendy was shocked. 'You conceited¹¹ boy!' she exclaimed, with sarcasm¹². 'Of course I did nothing

'You did a little,' Peter said carelessly, and continued to dance.

'A little!' she exclaimed; and she sprang into bed and covered her face with the blankets.

Adapted from Peter Pan, or The Boy Who Wouldn't Grow Up

Sir James Matthew Barrie (1860–1937) was a Scottish novelist and playwright (writer of scripts for plays). Barrie started writing stories like *Peter Pan*, or *The Boy Who Wouldn't Grow Up* while making up stories about adventures with pirates and sailing to different islands to entertain children.



MAKING CONNECTIONS

Quick answers

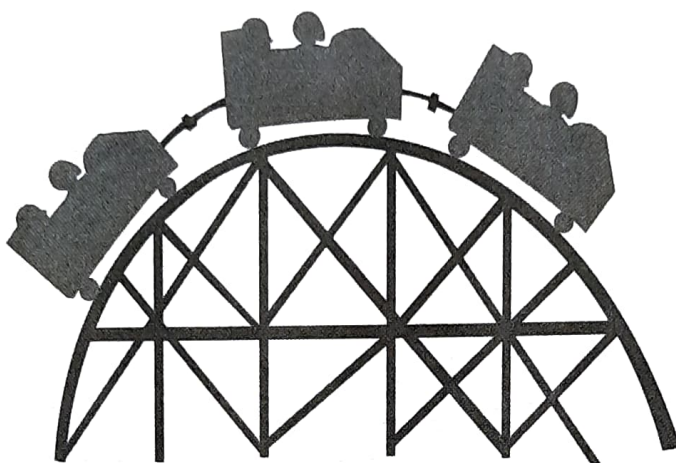
1. The plot of a story is made up of a problem, important events and a solution.

The plot is like a roller coaster ride. It goes up as the suspense increases and then after a solution is found, it comes down as the suspense decreases. Follow the instructions given in each box on the graphic organizer on the next page.

¹¹ **conceited**: extremely proud of oneself; vain ¹² **sarcasm**: saying the opposite of what one actually means

b. Put the important events in the correct order.

- i. Wendy woke up.
- ii. Tinker Bell found Peter's shadow.
- iii. Peter bowed to Wendy.
- iv. Peter sat down on the floor and cried.
- v. Peter tried to stick his shadow on with soap.



a. What was the problem?

- i. Peter lost his shadow.
- ii. Peter had a short name.
- iii. Peter had a strange address.

c. What was the solution?

- i. The shadow stuck to Peter on its own.
- ii. Peter attached the shadow himself.
- iii. Wendy sewed on the shadow.

Reference to context

- 2. *There was another light in the room now, a thousand times brighter than the night-lights, going in and out of all the drawers in the nursery, looking for Peter's shadow ...*
 - a. Was it day or night at this time in the story? How do we know?
 - b. What was this bright light?
 - c. Where was Peter's shadow found?
- 3. *'How clever I am,' he crowed. 'Oh, the cleverness of me!'*
 - a. Who thought that he was 'clever'?
 - b. What had this person forgotten?
 - c. What was the person doing as he said these words?

Read, reflect and write

4. Give a description of Tinker Bell.
5. Why did Wendy cover her face with the blankets at the end of the story?
6. What do you think of Peter's behaviour after he got his shadow back? If you were in his place, what would you have done?
7. Does this story seem real to you or does it seem like a fantasy? Give reasons for your answer.



Integrate



8. a. When something blocks the light, a shadow is formed. Objects that do not allow light to pass through them are called opaque. Objects that allow light to pass through them are called transparent. Look around at the objects in your classroom. Find both opaque and transparent objects.
- b. Do you know that only opaque objects can have shadows? On a sheet of paper draw and record your shadow in the morning, in the afternoon and in the evening. Do this outdoors. Make sure you face the same direction while making your recording. What difference do you find?

WORD WALL



Describing words

1. Make sentences of your own with the following describing words.

messy

extremely

ordinary

beautifully

funny

clever

2. Use the clues to unscramble the letters to get words from the text.

- a. a small pouch sewn on clothing, used for carrying small articles
- b. large balls of burning gas found in space
- c. a dark area that forms when something blocks the light
- d. a substance used with water for washing and cleaning
- e. an opening in the wall of a building to let in air and light
- f. a large piece of (usually) woollen material used for giving warmth
- g. the details of a place where someone lives
- h. a set of hard, white objects used for biting and chewing

TEKCOP
SRAST
HASWOD
POSA
DOWNIW
KLABENT
READSSD
HETET

GRAMMAR TIME



Modals

Read these sentences.

- We *must* **let** him go.
- I *can* **take** a train too.
- May I **ride** with you?



The italicized words are verbs and so are the words in bold. The verbs in bold are the main verbs. The verbs in italics are helping the main verbs. The verbs in italics are the **modals**.

Modals are helping verbs that are used to express possibility, ability, permission, request and offer. They cannot be used without a main verb.

Read the table given below. It shows the various uses of nine modal verbs.

Modals	Examples	Use
can	I <i>can</i> speak two languages.	express ability
could	I <i>could</i> climb a tree when I was young. I <i>could</i> help you carry those books.	express past ability offer help
will	I <i>will</i> be in Colombo next week.	talk about the future
would	I <i>will</i> help you. <i>Would</i> you like a glass of water?	offer help offer something
may	<i>May</i> I come home a little later?	ask permission
might	I <i>may</i> be home late. I <i>might</i> go to the moon soon!	express possibility express slight possibility
must	We <i>must</i> exercise to keep fit.	express something one has to do
should	You <i>should</i> eat spinach	give advice
shall	<i>Shall</i> we jog this evening? I <i>shall</i> keep my promise.	suggest (in questions) show intention

1. Fill in the blanks using modal verbs. Some blanks will allow more than one modal as correct answers.

- You eat too many sweets. You _____ eat a more balanced diet.
- _____ you like tea or coffee?
- Last year I _____ jump higher than Zenia. This year she stood first in the high jump event.
- It's good to know that you enjoy reading. I _____ give you a book of exciting adventure stories.
- I've forgotten my sharpener at home. _____ I borrow yours?
- Father can't find his spectacles. He was at the office all morning and _____ have left them there.

Let us take a look at the position of modal verbs in statements, negative statements and questions.

	Word order	Examples
Statements	subject + modal + main verb	Dorje <i>can</i> swim. Mita <i>will</i> drive
Negative statements	subject + modal + not + main verb	Dorje <i>cannot</i> swim. Mita <i>will not</i> drive.
Questions	modal + subject + main verb	<i>Can</i> Dorje swim? <i>Will</i> Mita drive?

2. Change each of these sentences into a negative statement and a question.
One has been done for you.

- They can climb the mountain.
Negative statement: They cannot climb the mountain.
Question: Can they climb the mountain?
- We will go to Mumbai next week.
- Geeta should wear her cap.
- They will walk to school tomorrow onwards.



Subject-verb agreement

When we write and speak, we must be careful to make sure that subjects and verbs agree in number. Let's read a few rules.

A singular subject needs a singular verb.

Wendy *is* asleep.

A plural subject needs a plural verb

➤ The children *are* asleep

Titles of books and movies need a singular verb.

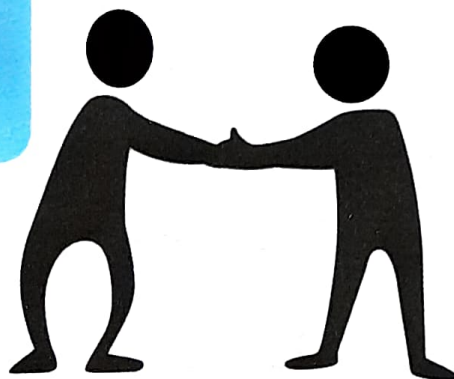
➤ 'The Adventures of Tom Sawyer' *is* a good book.

Two subjects joined by *and*, need a plural verb.

➤ Peter and Tinker Bell *are* here.

A collective noun needs a singular verb.

➤ The family *is* asleep.



Words like *scissors* and *trousers* need a plural verb.

➤ My trousers *are* new.

The pronouns *anybody*, *anyone*, *everybody*, *nobody*, *somebody*, *anything*, *everyone*, *no one* and *someone* need a singular verb.

Somebody is knocking at the door. *Everybody is* here.

1. Choose the correct form of the verb for each of the sentences given below.

- 'One Hundred and One Dalmations' *is/are* an animated adventure film.
- Everyone *is/are* special.
- The mice *scamper/scampers* all over the barn.
- My teeth *sparkle/sparkles*.
- A New Zealander and a Nepali Sherpa *was/were* the first mountaineers to reach the summit of Mt Everest.
- My grandmother's spectacles *has/have* round frames.
- Mathematics *is/are* the study of numbers.
- Do/*does* you understand how to make subjects and verbs agree?

2. Write an example sentence for each of the subject-verb agreement rules you have learnt.

PUNCTUATION

Use of commas

Commas are useful punctuation marks. We use them to separate a list of things.

Read this sentence.

- I went to the market and bought a banana, a bag of rice and some turmeric.

We also use commas to separate parts of a sentence so that it becomes easier for us to read. Sometimes a sentence tells us two things. One is the main idea that is important to a sentence and the other is the less important part of the sentence.

We use a pair of commas in the middle of a sentence to set off words that are not essential to the meaning of the sentence.

Read the sentence.

- Tinker Bell, who was dressed in a leaf gown, flew around the room.

In this sentence, even if we leave out the words *dressed in a leaf gown*, the sentence is complete.

The sentence has the main or essential idea: *Tinker Bell flew around the room.*

The less important or non-essential idea, *dressed in a leaf gown*, is marked off with commas.

Here are a few more examples. Notice how the sentence remains complete even if we were to miss out the less important idea written within the commas.

Examples: *The mango, my favourite fruit, is grown in India.*

Tina, my little sister, enjoys reading books.

My friend Srilata, who lives in Jaffna, is coming to visit me.

Read the sentences given below and separate the main idea from the less important one by using commas in the right places.

1. My sister who is five years older than I am is in Class X.
2. Guavas especially the green ones are my favourite.
3. My school which is a hundred years old is the oldest school in town.
4. Samira the captain of our team won the best player award.
5. A dog wearing a blue collar is digging up the flower bed.



WRITE WELL



Letter to a friend

Imagine that you are Wendy and write a letter to a friend describing your meeting with Peter Pan. Here is the format for you.

F 10, Lake Avenue,

Yercaud 636601

24 February 20XX

Dear (your friend's name)

Yours affectionately,

Wendy

Your address

Space

Date

Space

Salutation

Body

Subscription

Your first name

LISTEN AND SPEAK WELL



- Wendy is a sensible young person who is good at taking care of others. Are you like that as well? Can you give people good advice? On the next page is a grid for a board game. Listen to the sentences and fill them into the grid. Leave the Start and Finish cells blank. Then play the game with your partner or group. Roll the dice. Move a counter to the square indicated by the number on the dice. Listen to the problem for that square. Your partner/group will give you some advice. Then it is the next person's turn to roll the dice.

				Finish
Start				



2. Wendy and Peter met each other for the first time and they introduced themselves and gave each other information about themselves. Pair up and ask each other questions. Learn about your partner and make notes if you need to. Then take turns in telling the rest of the class some interesting things about your partner. Here are a few questions you could start with.

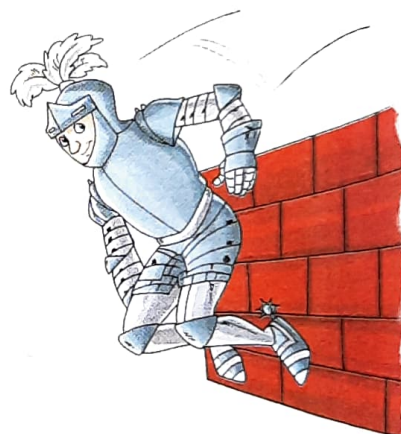
- What three words do you think most describe you?
- What do you like to do on a Sunday?
- Where is your favorite place in the world?
- If you could make one rule that everyone in the world had to follow, what rule would you make? Why?
- If you travelled to outer space what do you think you would see?
- If you could invent one thing, what would it be?
- Who is your hero?
- What are you most proud of?

Louder than a Clap of Thunder

Think of the many different sounds that you hear in a day. The ring of an alarm clock is loud, but the click of a switch is not. A loud sound can be useful at times, but it can also disturb people. The loud horn of a bus warns people to get out of its way, but non-stop honking on the roads may disturb people. Here is a poem about a very loud sound. Let us read and find out what it is.



Louder than a clap of thunder,
louder than an eagle screams,
louder than a dragon blunders¹,
or a dozen football teams,
louder than a four alarmer²,
or a rushing waterfall,
louder than a knight in armour³
jumping from a ten-foot wall.



Louder than an earthquake rumbles,
louder than a tidal wave⁴,
louder than an ogre⁵ grumbles
as he stumbles⁶ through his cave,
louder than stampeding⁷ cattle,
louder than a cannon⁸ roars,
louder than a giant's rattle⁹,
that's how loud my father SNORES!

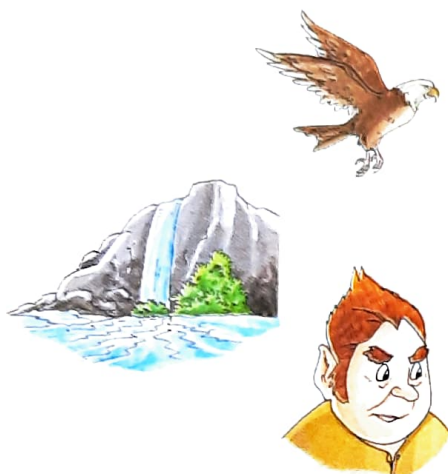


¹blunders: moves in a clumsy manner ²four alarmer: alarms at a fire station—the bigger the fire, the more the alarms ³armour: metal covering that people wore long ago, while fighting ⁴tidal wave: a large sea wave that is formed during a bad storm ⁵ogre: a giant creature found in fairy tales ⁶stumbles: hits one's foot against something and almost falls ⁷stampeding: (here) a big group of animals running in fear ⁸cannon: a large gun placed on wheels that shoots big bullets that are shaped like balls ⁹rattle: the noise of things hitting against each other

Jack Prelutsky is the author of more than fifty collections of poems. He was named the first Children's Poet Laureate by the Poetry Foundation in 2006.

MAKING CONNECTIONS

1. Draw lines to match the pictures to the sounds or noisy movements described in the poem.



grumbles

rushing

screams

roars

clap

blunders



2. Read these lines and answer the questions that follow.

a. *louder than a cannon roars,
louder than a giant's rattle,
that's how loud my father SNORES!*

- i. What are the two sounds described in these lines?
- ii. Why does the poet list these sounds?
- iii. Which other word in the poem is a synonym for 'giant'?

b. *louder than an ogre grumbles
as he stumbles through his cave,
louder than stampeding cattle,*

- i. Which two words in these lines describe movements?
- ii. Which word best describes the ogre: 'clumsy' or 'sure-footed'?
- iii. Circle the three words that rhyme most closely with 'cattle' and 'rattle'.



bottle battle kettle prattle skittle wattle tattle

3. Of all the sounds listed in the poem, which one do you think would be the loudest? Give a reason for your choice.
4. What do you think makes this poem humorous?

APPRECIATION

Hyperbole

Read these lines.

- ▶ louder than a knight in armour
- ▶ jumping from a ten-foot wall

These lines are examples of exaggeration. In fact, the entire poem is hyperbolic!

Exaggeration means to show something as being louder, larger, better or more important than it actually is.



Hyperbole is the use of exaggeration while speaking or writing.

1. Let us try using hyperbole to play a question-and-answer game. Let your teacher begin with a statement and you ask a question—the teacher answers using hyperbole. Then all of you can take turns to make statements and use hyperbole in your answers. Have a laugh!

Examples: Teacher: My brother is tall.

Class: How tall is he?

Teacher: He is taller than the tallest giraffe.

Student 1: The film I watched was so long.

Class: How long was it?

Student 1: It was longer than a road that winds up a mountain.

Hyperbole is pronounced as hy-per-buh-lee.

2. After you take turns at the game, try writing some hyperboles of your own (some examples have been given in *italics*). Use your imagination and write—it does not matter if your lines do not rhyme.

Softer than a _____ (a sound from nature: *a gentle breeze*),

Softer than a _____ (a sound made by an animal: *an ant's tiny sneeze*),

Softer than a _____ (a sound from an imaginary creature or a character from a book or TV programme),

or a dozen _____ (sound made by a group of people),

Softer than a _____ (a person doing work: *a baker, a gardener, a policeman, a teacher, etc.*),

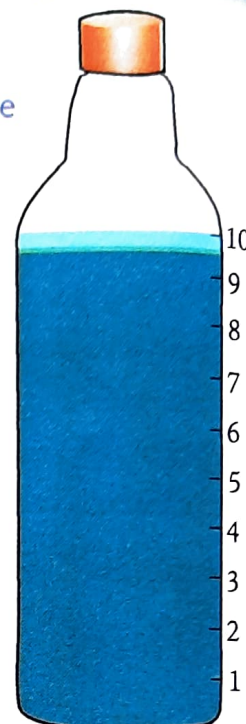
That's how softly my friend speaks!

Everybody's Water

This bottle represents all the water on earth. The colours and measures indicate how water is distributed on earth. Study the picture carefully and then answer these questions.

-  salt water
-  fresh water for drinking (ground water + rivers and lakes)
-  fresh water in the form of ice (glaciers and ice caps)

- How much of the total water is salt water?
- How much water is locked in glaciers and ice caps?
- How much water is available for drinking?



Water is a resource that we need to use carefully. Here is a play that tells us more about this. This is ensemble theatre¹, so a large number of people can take part in the play. There is no lead role and roles can be interchanged with every performance.



CHARACTERS:

Woman	Somebody	Groundwater	Everybody
Farmer	Ocean	Water in a Bottle	Judge
Young man	Rainfall	Sea	Land
TV Journalist	Lake	Water Tap	

SCENE 1

 *Woman wakes up to brush her teeth. She turns the tap on. There is no water. Farmer goes to water his crops in the field, but there is no water in the well. Woman goes to the hand pump to fill water and there is no water! Young man goes to a pot of drinking water; the pot is empty.*

¹ensemble theatre: a play written to be performed by a group of actors

SCENE 2

TV JOURNALIST Breaking news, live and exclusive² on Earth TV. All the water has disappeared from our planet. All water bodies have filed a case against Everybody³! To solve this problem, Everybody must be present at the court hearing today.

SCENE 3: MEETING OF WATER SOURCES

OCEAN (*old, serious*) For centuries⁴ now, we have been misused by Everybody. It is about time we stop all supplies because if Everybody continues to treat us badly, we will all be finished.

The others clap to show they agree.

RAINFALL (*angry*) If only they had saved some of me, nobody would have suffered.

LAKE (*sad and fragile*⁵) I used to have so many shades of green and blue. These days, Sir, my colours are changing from blue-green to grey-sludge⁶. I'm filled with harmful, smelly chemicals. All my fish are dying.

GROUNDWATER (*in a resigned*⁷ *tone*) Everybody wants to chase me out. Everybody wants to drink me up. I try to hide in little corners, but every time I hide, a new borewell⁸ comes and draws me out. I'm getting tired of this hide-and-seek because I lose all the time. I'm not a magic vessel with an endless supply!

SEA (*calm*) Everybody needs us. We just have to understand each other. I know so many people who have sung songs to me, written poems about me, come to my shores every time the sun sets. Everybody is not bad. Let's tell Everybody how we feel and solve this problem.

WATER TAP Let's face it. If people didn't have water, would we be happy? If nobody used us, of what use would we be? We need Everybody just as much as Everybody needs us.



²**exclusive:** available only to one person or group
³**Everybody:** a character who represents all of mankind
⁴**centuries:** hundreds of years
⁵**fragile:** weak; easily damaged
⁶**grey-sludge:** (here) muddy shade of dirty oil or industrial waste
⁷**resigned:** having accepted something unpleasant that one cannot do anything about
⁸**borewell:** a long pipe that is drilled into a hole in the ground, and is used with a pump to get water from underneath the ground

SCENE 4: AT THE COURTROOM

Everybody can be played by more than one actor. They should, however, symbolize⁹ one body, one voice. Water sources can be scattered¹⁰ across the stage. Chaos¹¹ in the room.

JUDGE Both parties will be given a chance to present their case.

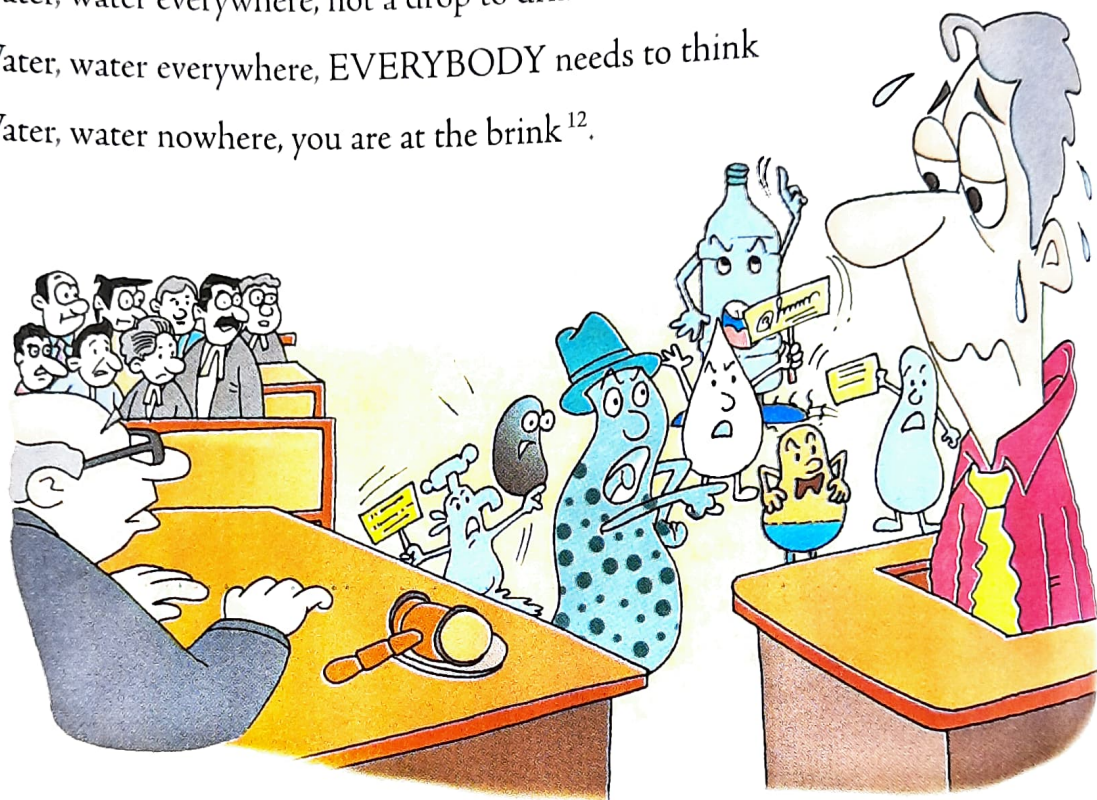
WATER (shouting in protest)

Water, water everywhere, not a drop to drink

Water, water everywhere, EVERYBODY needs to think

Water, water nowhere, you are at the brink¹².

Explain what one body one voice means.



JUDGE Order! Order! Order! Today in my court, the case of Water Sources versus¹³ Everybody will be heard. Both parties will be given a chance to present their case. Who will begin?

WATER My Lord, we have had to stop supplies to Everybody because there just isn't enough water.

EVERYBODY Objection, My Lord! It is not our fault. (pointing at Somebody¹⁴) It is Somebody's fault.

SOMEBODY Objection, My Lord! Everybody always says it's Somebody's fault. I'm sorry but this time it's Everybody's fault. So Everybody has to answer.

JUDGE Everybody, do you have anything to say in your defence?

⁹symbolize: represent ¹⁰scattered: placed in various directions ¹¹chaos: complete confusion ¹²brink: (here) edge of trouble ¹³versus: against ¹⁴Somebody: a character in this play who represents everything that we blame for our own mistakes

EVERYBODY Yes, My Lord. We want to know why and how we are responsible for this problem.

WATER I would like to call upon Water Tap as my first witness.

WATER TAP I am so tired of my life. Every day, for every single thing, people say, 'Just turn the tap on.' They always leave me on longer than they need to and my water goes down the drain.

WATER My Lord, we are being wasted. We get mixed up with waste and feel more wasted. After so many years of waste, how can we keep saving water for Everybody? We had to stop.

Everybody is silent and looking down.

JUDGE What do you have to say, Everybody?

EVERYBODY Some of us do not realize what we have. We may have been wasting water, but we also know that Water is indispensable¹⁵.

JUDGE Water, do you have anything more to say?

RAINFALL My Lord, Everybody lets me fall on the roads, flow uselessly and make a big mess. Even in cities, I could be used to water plants, to wash vehicles and if purified¹⁶, even to drink. Why can't people save some rain when I fall? I fall for them, not for me!

EVERYBODY We might have become a little indifferent¹⁷, but we love the rain. Please don't stop raining for us! We will save rainwater and reuse it.

JUDGE We will have to wait and see. Water, any other problems?

WATER IN A BOTTLE Everybody, I must bring to your notice that you have no idea how you waste me. So many times, only few sips are taken and then I am thrown away. If only Everybody could drink as much as they want and recharge the ground with the extra water.

EVERYBODY Yes, we will have to rethink the way we live our lives.

JUDGE Good, write that down.



What is Water in a Bottle upset about?

¹⁵indispensable: too important to do without; necessary matter ¹⁷indifferent: having no interest in something

¹⁶purified: made pure or clean by removing all dirty and harmful

LAND I know I'm not water, My Lord, but I am involved in this too. All the water that is being used is being stored by me. If Everybody uses too much water, and wastes it, then I will not have water to give any more. I can recycle water a little bit, but Everybody needs to know that I can't do this fast and it takes a long time. So I request Everybody to plant more trees and water them and use water wisely, so I can keep providing people with water.

EVERYBODY We will take note of that, My Lord.

GROUNDWATER I have something to say. You don't forget to recharge your phones, do you? You don't forget to eat and recharge your energy, do you? If I dry up, you will all dry up like me. I need to be recharged, and rainfall is not enough. Whenever it rains, you can try and give some of that rainwater to me and I will use it to recharge myself.



Also, if you're throwing away spare or waste water, try throwing it on the ground, on the soil. Land here (pointing towards Land) will store it up and give it to me and then you can take it back whenever you need it. This way, I have more water and you have more water!

EVERYBODY We really have been selfish. Please give us another chance; we will look after you like you have looked after us.

JUDGE Now it's completely up to you, Water. As far as I can see, most of your points cannot be defended by Everybody. I have to let you have the final say.

WATER Thank you, My Lord. It is evident¹⁸ that Everybody is guilty. We are grateful¹⁹ that you have listened to us. But we hope that this situation doesn't arise again. We would like to flow clean, free and happy. We want to see a green, clean and pure planet. Everybody, we will be bored without you and we want to be there for you. Just treat us wisely and kindly.

EVERYBODY You have my word for it, Water. Thank you for trusting us.

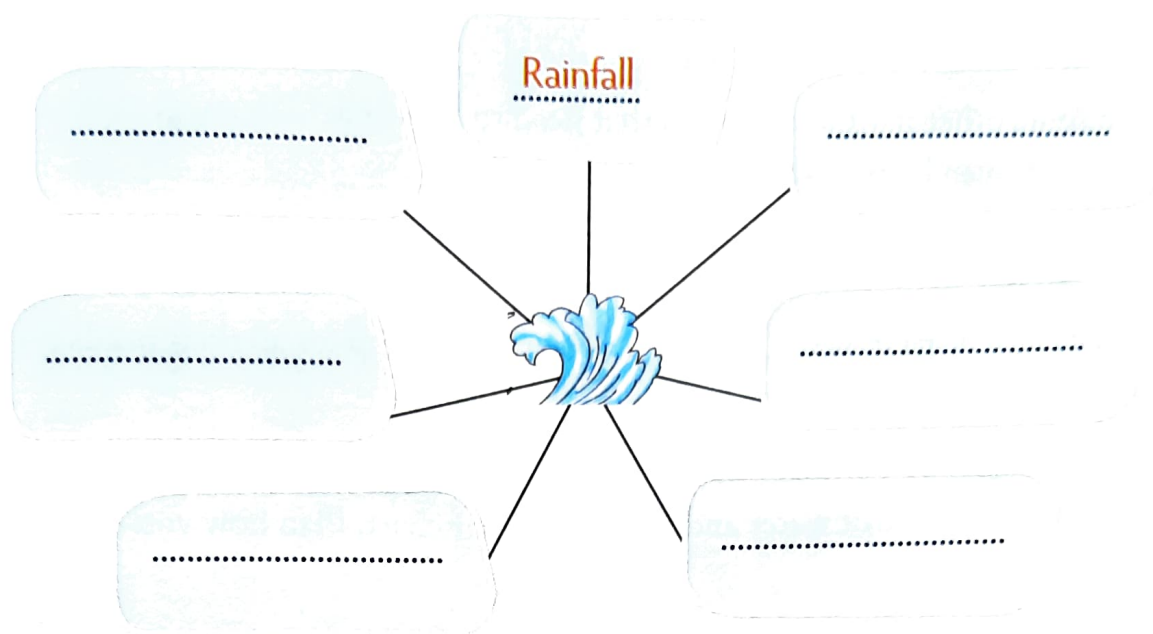
This play was scripted by Maraa, a media collective, for the Schools Water Portal—www.schools.indiawaterportal.org. The Schools Water Portal is a platform for sharing knowledge on water as concern today and this portal aims to bring about change by making the young generation aware of the problems, their causes and the available solutions.

¹⁸ **evident**: clear; obvious ¹⁹ **grateful**: feeling thankful because someone has done something kind for you

MAKING CONNECTIONS

Quick answers

1. In the play, water is represented by different characters. List their names in this word web.



2. Fill in the blanks.
 - a. The news that Water has disappeared is shown on _____ TV.
 - b. Pollution has changed the colour of the lake to _____.
 - c. Water from the taps just goes down the _____.
 - d. In the play, the idea of recharging the ground with water is first given by _____.

Reference to context

3. *Breaking news, live and exclusive on Earth TV. All the water has disappeared from our planet.*
 - a. Who says these lines?
 - b. In your own words, explain what 'breaking news' means.
 - c. List the four water sources that had run dry at the start of the play.
4. *GROUNDWATER: I have something to say. You don't forget to recharge your phones, do you? You don't forget to eat and recharge your energy, do you?*
 - a. To whom is Groundwater speaking?
 - b. What are the two things Groundwater lists in these lines? Why are these things easy to remember?
 - c. What else does Groundwater want us to remember?

Read, reflect and write

5. Why did Water decide to take Everybody to court?
6. List any three complaints of the sources of water.
7. What does the word *recharge* mean? What does the play teach us about ways to recharge the water in the ground?
8. What does Water wish for at the end of the play?
9. Name some other natural resources that need to be saved. Give suggestions on how all of us can help to save them.



Integrate



10. The amount of fresh water used by a person or a group for all their needs is called their water footprint.

Calculate your water footprint by measuring the amount of water your family uses every day. Review the use of water and make a pie/bar chart. Plan how you can use water in a wiser way.

WORD WALL



Words for the environment

1. Here are some words related to the environment. Discuss these words with your teacher. Circle the words that are good for the environment. Cross out the ones that are not.

recharge

oil-slick

deforestation

conservation

sanctuary

recycle

global warming

solar energy

pollute

greening

poaching

protect

Natural disasters

Do you know what natural disaster means? It is a natural event that causes great damage or loss of life. When we don't care for our environment, natural disasters happen more often. Let us identify and learn more about some natural disasters.

2. Match the words to their definitions and then number the pictures accordingly.

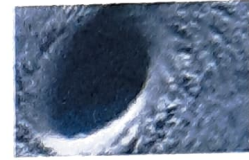
a. drought

i. a sudden strong shaking of the ground



b. earthquake

ii. very dry weather when there is groundwater shortage and crops fail



c. flood

iii. a very large wave in the sea that destroys things when it reaches land



d. tidal wave

iv. a fierce storm with very strong winds



e. typhoon

v. the hot liquid rock (lava) bursting out from a mountain



f. volcanic eruption

vi. a lot of water covering the land



GRAMMAR TIME



Interrogative pronouns

Read these questions.

➤ Who will begin?

➤ What do you have to say, Everybody?

The words *who* and *what* in the questions given above are interrogative pronouns.

Pronouns such as *who*, *what*, *which*, *whose* and *whom* are used to ask questions. They are called **interrogative pronouns**. Interrogative pronouns ask information questions that require more than a yes or no answer.

A pronoun is a word used in place of a noun to avoid repetition of the noun.



Let us read the following table and review the use of interrogative pronouns.

Types of Noun	Short Description	Examples
what	to ask about things	What is that? What do you want to eat?
which	to talk about something that has been mentioned before, or is understood from the context, and when there is a choice between more than one option	There are two books here. Which is yours? Which of the boys is your brother?
who	to ask about people	Who will take you to school? Who is your friend?
whose	to ask about the owners of things	Whose is this book? Whose are those shoes?
whom	to ask about people—less usual and more formal than <i>who</i>	Whom did you invite? Whom should I ask for help?

1. Match the questions to their answers.

Questions	Answers
a. What do you like to play?	I play with Kabir.
b. With whom do you play?	Neither. I like football.
c. Which do you like, chess or ludo?	It is John's.
d. There is a football in the cupboard. Whose is it?	I like to play chess.

2. Fill in the blanks using *what, which, who, whose* or *whom*.

- _____ are you doing?
- There is a coat lying on the chair. _____ is it?
- _____ will play tennis with me?
- For _____ are these cookies?
- Here are two interesting books. _____ one would you like to read?

SPELLING

-al, -el and -le words

Read the words given below and say them aloud.

final vessel people

The last two letters of the words are *al*, *el* and *le*. However, they all end with the same sound /l/. The words given in the table below also end with the letters *al*, *el* or *le*.

Only one word in each row is spelled correctly. Cross out the other two words in the row. Then check your answers with the help of a dictionary. One has been done for you.

artical	articeel	article
normal	normel	normle
tunnal	tunnel	tunnle
settall	settell	settle
possibal	possibel	possible
equal	equel	equle
cancal	cancel	cancle



WRITE WELL



Poster composition

Look at the poster below that shows some ways of saving water. Add three more ways of saving water. Draw pictures, write captions and explain them in your own words. Then, expand your ideas in a composition of 120–150 words.

Turn It Off

Turn off the tap while brushing your teeth and washing dishes.

SAVE WATER

Fix the Drip

Make sure your taps do not drip.

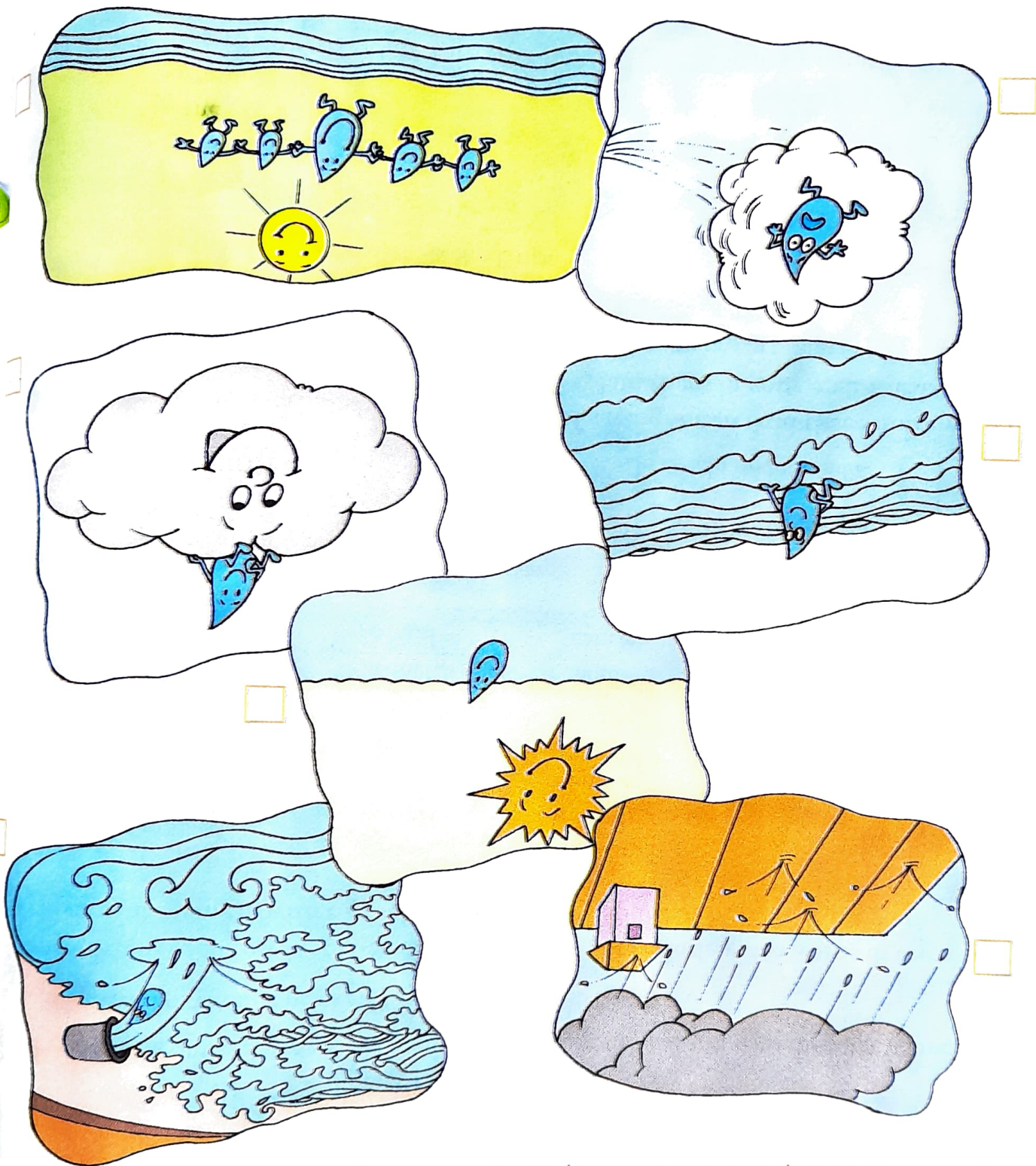
Use a Bucket

Bathe using a bucket instead of taking a shower.

LISTEN AND SPEAK WELL



The pictures given below have been jumbled up. Listen to the picture story and number the pictures correctly. Narrate the story after numbering them.



The Big Friendly Giant

7



There are different types of stories. Some have magical creatures while some have talking animals. Some are funny while some are sad. Match the following story types with their common definitions.

Types

- a. fantasy
- b. mystery
- c. folk tale
- d. science fiction
- e. fable
- f. comedy

Definitions

- a story with a scientific theme, usually about space and life on other planets
- a story passed on by groups of people, describing their way of life and beliefs
- a story with a moral
- a humorous story with a happy ending
- a story where problems are solved by following clues
- a story about unusual and adventurous events, usually involving magic and supernatural elements



Let us read about a boy called Danny who loved the stories that his father told him.



My father was not what you would call an educated man and I doubt if he had read twenty books in his life. But he was a marvellous storyteller. He used to make up a bedtime story for me every single night and the best ones turned into serials and went on for many nights running¹.

¹running: (here) one after another

One of them, which must have gone on for at least fifty nights, was about an enormous fellow called 'The Big Friendly Giant', or 'The BFG' for short. The BFG was three times as tall as an ordinary man and his hands were as big as wheelbarrows². He lived in a vast underground cavern³ not far from our filling station⁴ and he only came out into the open when it was dark.

Pick out two synonyms for the word huge.

Inside the cavern, he had a powder factory where he made more than a hundred different kinds of magic powder.

Occasionally, as he told his stories, my father would stride⁵ up and down, waving his arms and wagging⁶ his fingers. But mostly he would sit close to me on the edge of my bunk⁷ and speak very softly.

'The Big Friendly Giant makes his magic powders out of the dreams that children dream when they are asleep,' he said.

'How?' I asked. 'Tell me how, Dad.'

'Dreams, my love, are very mysterious things. You see, they float around in the night air like little clouds, searching for sleeping people.'

'Can you see them?' I asked.

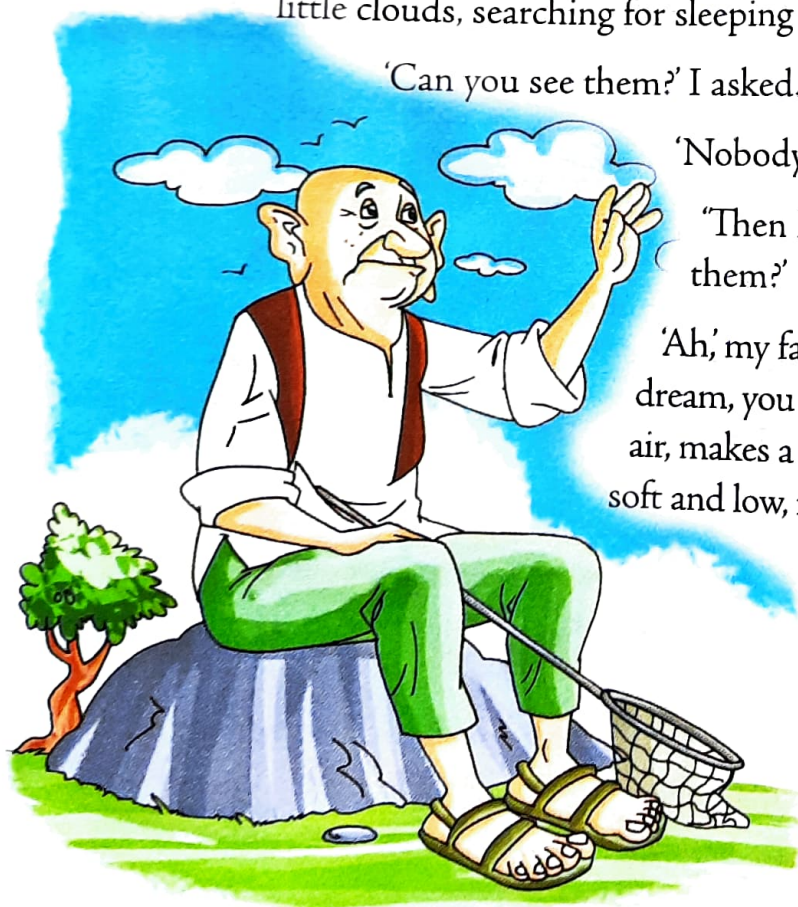
'Nobody can see them.'

'Then how does The Big Friendly Giant catch them?'

'Ah,' my father said. 'That is the interesting part. A dream, you see, as it goes drifting⁸ through the night air, makes a tiny buzzing-humming sound—a sound so soft and low, it is impossible for ordinary people to hear it.

But The BFG can hear it easily. His sense of hearing is absolutely fantastic.'

I loved the far, intent⁹ look on my father's face when he was telling a story. His face was pale and still and distant, unconscious¹⁰ of everything around him.



²wheelbarrows: small hand-pushed carts ³cavern: a cave ⁴filling station: a petrol pump ⁵stride: walk with long steps
⁶wagging: moving something with short movements from side to side or up and down ⁷bunk: a narrow bed that is fixed to a wall
⁸drifting: moving in a slow and steady manner ⁹intent: showing strong interest and attention ¹⁰unconscious: unaware

'The BFG,' he said, 'can hear the tread¹¹ of a ladybird's footsteps as she walks across a leaf. He can hear the whisperings of ants as they scurry¹² around in the soil talking to one another. He can hear the sudden shrill¹³ cry of pain a tree gives out when a woodman cuts into it with an axe. Ah yes, my darling, there is a whole world of sounds around us that we cannot hear because our ears are simply not sensitive enough.'

'What happens when he catches the dreams?' I asked.

'He imprisons¹⁴ them in glass bottles and screws¹⁵ the tops down tight,' my father said. 'He has thousands of these bottles in his cave.'

'Does he catch bad dreams as well as good ones?'

'Yes,' my father said. 'He catches both. But he only uses the good ones in his powders.'

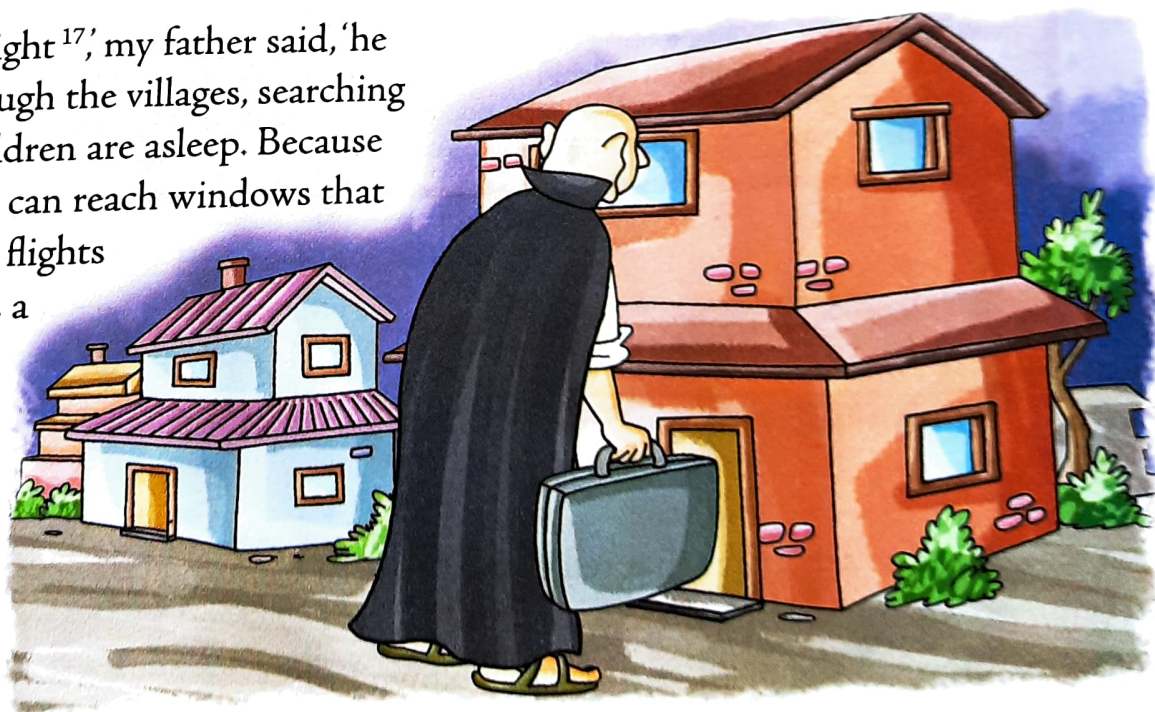
'What does he do with the bad ones?'

'He explodes¹⁶ them.'

It is impossible to tell you how much I loved my father. When he was sitting close to me on my bunk, I would reach out and slide my hand into his and then he would fold his long fingers around my fist, holding it tight.

'What does The BFG do with his powders after he has made them?' I asked.

'In the dead of the night¹⁷,' my father said, 'he goes prowling¹⁸ through the villages, searching for houses where children are asleep. Because of his great height he can reach windows that are one and even two flights up and when he finds a room with a sleeping child, he opens his suitcase ...'



Why are we not able to hear the sound of a dream?

What does The BFG use in his powders?

Which word in this paragraph means walking around quietly searching for something?

¹¹tread: the sound of footsteps ¹²scurry: move quickly with short steps ¹³shrill: loud and forceful ¹⁴imprisons: locks
¹⁵screws: (here) closes a lid by turning it round and round ¹⁶explodes: bursts ¹⁷in the dead of the night: in the quietest part of the night ¹⁸prowling: moving quietly and carefully around an area, especially when hunting

'His suitcase?' I said.

'The BFG always carries a suitcase and a blowpipe¹⁹', my father said. 'The blowpipe is as long as a lamp post. The suitcase is for powders. So he opens the suitcase and selects exactly the right powder ... and he puts it into the blowpipe ... and he slides the blowpipe in through the open window ... and *poof* ... he blows in the powder ... and the powder floats around the room ... and the child breathes it in ...'

'And then what?' I asked.

'And then, Danny, the child begins to dream a marvellous and fantastic dream ... and when the dream reaches its most marvellous and fantastic moment ... then the magic powder really takes over ... and suddenly the dream is not a dream any longer but a real happening ... and the child is not asleep in bed ... he is fully awake and is actually in the place of the dream and is taking part ... in the whole thing ... I mean really taking part ... in real life. More about that tomorrow. It's getting late. Good night, Danny. Go to sleep.'

My father kissed me and then he turned down the wick²⁰ of the little paraffin lamp²¹ until the flame went out. He seated himself in front of the wood stove²², which now made a lovely red glow in the dark room.

Adapted from Danny the Champion of the World

Roald Dahl (1916–1990) was born in Cardiff, Wales. He wrote many novels and short stories, both for children and adults. His stories for children like *Charlie and the Chocolate Factory* and *Matilda* continue to be popular and are known for their unique sense of humour and unexpected endings.



MAKING CONNECTIONS

Quick answers

1. Here are some sentences that tell us how The BFG makes dreams. Put them in the right sequence by numbering them.
 - a. He blows in the powder through a blowpipe.
 - b. The children breathe in the powder that floats around the room.

¹⁹**blowpipe:** (here) a long tube for blowing powder ²⁰**wick:** the piece of string at the centre of an oil lamp ²¹**paraffin lamp:** a lamp that uses paraffin, which is a kind of fuel ²²**wood stove:** a stove that uses wood as fuel

- c. He finds a room with a sleeping child.
- d. The BFG goes to houses where children are asleep.
- e. He opens his suitcase and selects a powder.

☐
☐
☐

2. Authors build characters by describing them to us. Fill in the blanks to complete the description of The BFG.
- a. very tall: three times as tall as an ordinary man, tall enough to _____
 - b. very large: hands as large as _____
 - c. home: lives in an _____ close to the filling station
 - d. usually goes out only _____
 - e. always carries _____ and _____

Reference to context

3. *But he was a marvellous storyteller. He used to make up a bedtime story for me every single night and the best ones turned into serials and went on for many nights running.*
- a. Describe the way in which Danny's father told stories.
 - b. In your own words, describe what a 'serial' is. Why do you think Danny liked the serials the best?
 - c. Name and describe the character from one of the best serial stories told by Danny's father.
4. *'Ah yes, my darling, there is a whole world of sounds around us that we cannot hear because our ears are simply not sensitive enough.'*
- a. List the sounds that The BFG could hear.
 - b. How did The BFG store the dreams that he caught?
 - c. What did The BFG do with the bad dreams?

Read, reflect and write

- 5. Why does The BFG carry a suitcase and a blowpipe?
- 6. According to Danny's father, what happens when the magic powder really takes over?
- 7. Danny's father is a marvellous storyteller. Why do you think it is important for children to read and listen to stories? Give an example of how a story (or many stories) have helped you.
- 8. What do you think Danny's father told him the following night? Write a paragraph to continue his story.





9. Creatures of different sizes live on Earth. The blue whale (about 100 feet/31 metres long) is the largest animal. What would be the combined height of your classmates? Draw an illustrated chart for your class showing some of the largest and smallest creatures.

WORD WALL



-ant words

1. We just read a story about a *giant*. Now, use the clues given to discover more words that end with *-ant*.

- a very, very big person: giant
- a word that describes how you breathe when you run too long: _____
- far away: _____
- a very large animal: _____
- Instead of cutting trees we should _____ some.

-ous words

Marvellous, enormous, mysterious are all words that end with the letters *-ous*.

2. Each of the sentences given below has a jumbled *-ous* word in brackets. Sort it out and use it to complete the sentence. One has been done for you.

- Is the disease (oustagicon) contagious?
- Everybody crowded around the (afusom) _____ actor, wanting to shake hands with him.
- My grandmother is an (adousventur) _____ lady who loves travelling to new places.
- My brother is very (ousstudi) _____. He always finishes his homework before going out to play.
- Dinosaurs were (muosrone) _____ beasts, much larger than any animals we can see today.
- She wants to head a large company one day. She is very (bitamious) _____.





Order of adjectives

Read the following groups of words.

- ▶ a vast underground cavern
- ▶ a lovely, red glow

The words *vast*, *underground*, *lovely* and *red* are adjectives.

When we use more than one adjective to describe something, it is often difficult to decide which one to place first. Here's a table to help you place the adjectives in their right order.

An **adjective** is a word that describes a noun or a pronoun.



	Observation or opinion (what you notice or think)	Size	Shape	How old	Colour	Origin or material from which something is made	Noun
I want a		large	square		white		envelope.
I like wearing my	warm			new		woollen	coat.
Look at that	sweet, juicy				red		apple.
I have a		small	round			Swiss	clock.

These rules are not absolute. The order can sometimes be different. We sometimes prefer to put a short adjective before a long one.

Example: the *big friendly* giant

Equal adjectives should be separated by commas.

Example: My grandmother is a *strong, wise* lady.

Strong and *wise* are equal adjectives. They belong to the same category (observation or opinion).



1. Put a tick (✓) against the expressions that have adjectives in the correct order.

- a. i. Persian juicy orange melons ☐
- ii. juicy orange Persian melons ☐
- iii. Persian orange juicy melons ☐

- b. i. a tattered old plastic red umbrella ☐
- ii. a red old plastic tattered umbrella ☐
- iii. a tattered old red plastic umbrella ☐

- c. i. a large square earthen flowerpot
 ii. a square large earthen flowerpot
 iii. a large earthen square flowerpot

☐
☐
☐

- d. i. a bright cotton blue tee shirt
 ii. a bright blue cotton tee shirt
 iii. a blue cotton bright tee shirt

☐
☐
☐

2. Rewrite the sentences using the adjectives given in brackets. Be sure to use the correct order.

- a. The woman bought that house. (stone, square, grey)
 b. We saw a butterfly in the garden. (yellow, beautiful, African)
 c. We are having ice cream! (strawberry, delicious, pink)
 d. Ali is wearing a hat. (straw, new, large)



Plural possessives

Read these sentences.

- The giant's hands were as big as wheelbarrows.
- The giants' hands were as big as wheelbarrows.

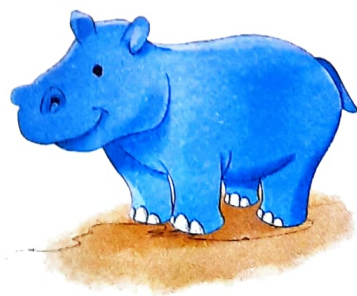
We use 's and s' to show belonging or ownership. The word *giant's* refers to one giant. The word *giants'* refers to two or more giants. It is a plural possessive.

Here are the rules for forming the plural possessive:

- we use s' with a **plural noun** ending in -s: *the birds' beaks*
- we use 's with **other plural nouns that do not end in -s**: *the children's toys*

3. In the sentences given below, circle the nouns that show plural possession.

- a. A peacock's young ones are called peachicks.
 b. The octopus' tentacles have suction cups.
 c. The boys' grandfather is visiting them today.
 d. We must respect other people's beliefs.
 e. The kangaroo's tail helps it to balance when it leaps.
 f. The hippopotamus's plump body balances on four stumpy legs.
 g. The fishermen's nets are full of shrimp.
 h. Charles Dickens's novels are very popular.



PUNCTUATION

Apostrophe (')

An apostrophe is used:

to show possession	in place of missing letters or numbers in contractions
Examples: the cat's basket (singular) the cats' basket (plural)	Examples: do + not = don't are + not = aren't would + not = wouldn't '17 (for 2017)

A contraction is a short form of a word (or set of numbers) in which one or more letters (or numbers) have been omitted or left out. The **apostrophe** shows this omission.

When we use a contraction, we must place an apostrophe where the omitted letter(s) or number(s) would have been.

Here are some common contractions.

aren't	I'm	he's	they're	you're	I'd	don't	she'd	they'd
isn't	I've	they've	won't	can't	couldn't	hasn't	mustn't	doesn't

Let us read some commonly confused words. Note the difference between the following pairs of words.

Its	The puppy wagged <i>its</i> tail.	possessive contraction
It's	<i>It's</i> too hot to go outside.	
Your	May I borrow <i>your</i> book?	possessive contraction
You're	<i>You're</i> late for the play.	
Their	They invited <i>their</i> friends to the party.	possessive contraction
They're	<i>They're</i> waiting at the bus stop.	
Whose	<i>Whose</i> dog is that?	possessive contraction
Who's	<i>Who's</i> your favourite author?	

Insert apostrophes in the correct places.

1. The horses manes were brushed and plaited, werent they?
2. I dont like that dog. Its fierce bark keeps me awake all night.
3. The childrens toys are scattered all over the floor. Its not right.
4. Its a three-day journey up the mountain.
5. This book isnt yours. Youve borrowed mine.



WRITE WELL

Diary writing

Write a diary entry about a dream you had. You may use the following to help you write about your dream.

(Date)

Last night I dreamt about/that _____

In my dream I went to/travelled to _____

There I met _____

We _____

Just then I woke up and felt/realized _____

LISTEN AND SPEAK WELL



1. We read lots of lovely adjectives in the story such as *marvellous*, *mysterious*, *enormous* and *fantastic*. Listen to a poem by Kenn Nesbitt. Once you have heard it, fill in the missing letters to complete the adjectives on the next page.

I'm Practically Perfect

I'm practically perfect in every respect.

I haven't a flaw you could ever detect.

As soon as you know me I'm sure you'll agree

There's no one around who's as perfect as me.

I'm h _ _ _ ds _ _ _ and rich, with a gen _ _ _ _ s heart.

I'm f _ _ _ _ y, and char _ _ _ ng, and t _ _ _ _ _ y smart.

At school, in my classes, I only get A's.

I'm also athletic in so many ways.

My clothes are ex _ _ _ _ _ e. My hair is just right.

My teeth are all s _ _ _ _ _ t, and they're shiny and white.

I'm practically perfect. I'm sure you could tell.

And, oh, did I mention? I'm h _ _ _ _ e as well.



Adjective chain game

The giant is gigantic, gentle, gifted and generous.

2. Choose an adjective that begins with the same letter as your name. The first player will begin by saying an adjective followed by his/her name; the next player will repeat what the first player said, adding his/her own adjective and name; then the third player will repeat what the first two players said before adding an adjective followed by his/her name... and so the adjective chain will be formed.

Examples: First player—daring Daman

Second player—daring Daman, zealous Zara

Third player—daring Daman, zealous Zara, brave Bani

You may choose words from the list given below. You can choose an adjective to match your name, your initials or your family name. You may take help from your friends if you forget something.

ambitious adorable brave bright calm capable charming cheerful confident
determined diligent encouraging energetic entertaining enthusiastic faithful fearless
frank friendly funny generous gentle glorious happy helpful honourable jolly
joyous kind knowledgeable lively loving lucky modern obedient peaceful perfect
punctual responsible sincere skilful smiling talented thoughtful tough unusual
upbeat vivacious warm willing wise witty zany zealous

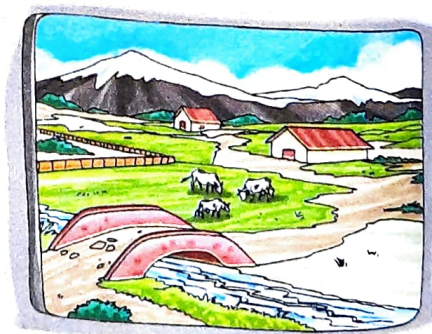
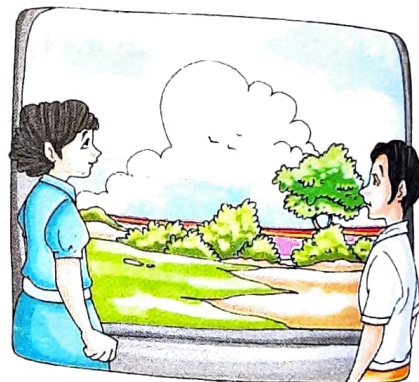
From a Railway Carriage



Have you ever travelled by train or by bus and looked out of the window? What did you see? Here is a poem that describes what the poet sees from the window of a railway carriage. Read the poem aloud—loudly! Decide where you want to pick up the tempo and read faster and still faster. Notice how the rhythm of the lines feels like the rhythm of a train on the tracks!



Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches¹;
And charging along² like troops³ in a battle
All through the meadows⁴ the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving⁵ rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles⁶,
All by himself and gathering brambles⁷;
Here is a tramp⁸ who stands and gazes;
And here is the green⁹ for stringing the daisies¹⁰!
Here is a cart runaway in the road
Lumping¹¹ along with man and load;
And here is a mill, and there is a river:
Each a glimpse¹² and gone for ever!



¹**ditches:** long narrow holes dug at the side of fields or roads to hold or carry water like soldiers ³**troops:** soldiers in large groups ⁴**meadows:** fields covered in grass ²**charging along:** (here) rushing ahead angle ⁶**clambers and scrambles:** moves quickly, with some difficulty, using both hands and feet ⁵**driving:** falling very fast or at an with thorns on which blackberries grow ⁸**tramp:** a person with no home or job who travels from place to place ⁷**brambles:** wild bushes (here) the green scenery the poet sees from the railway carriage ¹⁰**stringing the daisies:** making a garland by linking daisies together ¹¹**lumping:** struggling to move with the weight it is carrying ¹²**glimpse:** a quick, unclear look at something/somebody

R.L. Stevenson (1850–1894) was born in Edinburgh, Scotland. A versatile writer, he wrote several poems, short stories, novels and essays. The poem given here is from his book titled *A Child's Garden of Verses* published in 1885.



MAKING CONNECTIONS

1. Tick the correct sequence in which these things are listed in the poem.

- a. stations, a child, a mill, a river, a cart
- b. a child, stations, a river, a mill, a cart
- c. stations, a child, a cart, a mill, a river
- d. a cart, stations, a child, a mill, a river



2. Read these lines and answer the questions that follow.

a. *All of the sights of the hill and the plain*

Fly as thick as driving rain;

i. List five sights that the poet has mentioned in the poem.

ii. Why does the poet compare the things he sees to 'driving rain'?

b. *And ever again, in the wink of an eye,*

Painted stations whistle by.

i. In your own words, give the meaning of 'in the wink of an eye'.

ii. 'Painted stations whistle by'. What is actually whistling by? What is not moving?

iii. After these lines, the poet describes three people whom he sees. Who are they?

3. Draw up a list of all the words in the poem that describe movement.

4. To show the speed of the train, the poet says that the things he *sees* were speeding by. Were these things really speeding? What do you think of this idea?

5. What does 'each a glimpse and gone for ever' mean? How do you think the poet felt as he wrote this line?



APPRECIATION

Rhyme

1. List the rhyming pairs of words from the poem.
2. Pick out and list the rhyming pairs from the verse given below. Add one more rhyming word of your own for each pair.

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

3. Read the following rhyming poems.

While on a sail
I bumped a whale
So I had to bail
With my pail!

In a hive on a tree
A very busy bee
Made some honey
Just for me!



Using the picture clues given below, write your own rhyming poems.

a.



b.





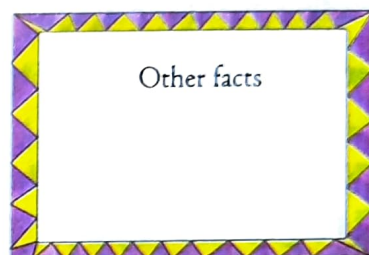
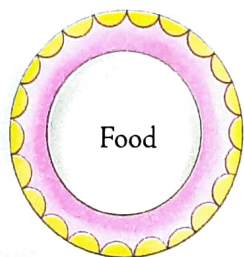
Christmas Morning

8



ICSE

Think about your favourite festival and draw up a chart like the one given below.



Although it is a tradition to exchange gifts for Christmas, Mrs March had told her daughters that there would be no Christmas gifts for them as there was a shortage of money due to the ongoing war. However, she did promise that they would find a book each under their pillows. At first the girls thought that 'Christmas would not be Christmas without presents' and decided to buy themselves a gift each with their pocket money. Then they changed their minds and decided to each buy a gift for their mother (Marmee). Let's read a story that describes Christmas morning at the March home.



Jo was the first to wake up in the grey dawn of Christmas morning. She remembered her mother's promise and, slipping her hand under her pillow, drew out a little crimson-covered¹ book. She woke Meg with a 'Merry Christmas,' and told her to see what was under her pillow. There was a green book, with the same picture inside, and a few words written by their mother, which made their one present very precious in their eyes. Presently Beth and Amy also woke up and found their little books, one dove-coloured, the other blue, and all sat looking at and talking about them, while the east grew rosy with the coming day.

Where were the girls? What time of the day was it?



'Where is Mother?' asked Meg, as she and Jo ran down to the kitchen to thank their mother for their gifts, half an hour later.

¹crimson-covered: with a crimson (deep red) coloured cover

'Some poor person came asking for help,' said Hannah, 'and your ma went straight off to see what was needed.'

Hannah, their housekeeper had lived with them since Meg was born and was now part of their family.

'She will be back soon, I think, so fry your cakes, and have everything ready,' said Meg, looking over the presents which were collected in a basket and kept under the sofa, ready to be presented to their mother at the proper time.

Why was the basket hidden under the sofa?

Jo was dancing about the room to take the first stiffness off the new slippers that she had got for their mother. Beth had marked a handkerchief for her and picked her a beautiful rose from the garden, and Amy had bought her a little bottle of cologne².

'There's Mother! Hide the basket, quick!' cried Jo, as a door slammed, followed by footsteps in the hall. They quickly hid the basket under the sofa.

'Merry Christmas, Marmee! Thank you for our books. We read a few pages and mean to every day,' they all said in chorus.

'Merry Christmas, little daughters! I'm glad you began reading at once, and hope you will keep on reading. But I want to say one word before we sit down. Not far from here lives a poor woman, Mrs Hummel, with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were hungry and cold. My girls, will you give them your breakfast as a Christmas present?'

Which words mean spoke all together?

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke only a minute, and then Jo exclaimed, 'I'm so glad you came before we began! Let's take our breakfast there.'

'May I go and help carry the things to the poor little children?' asked Beth eagerly.

'I shall take the muffins,' added Amy, heroically giving up the article she most liked.

Meg was already covering the buckwheats³, and piling the bread into one big plate.

'I thought you'd do it,' said Mrs March, smiling. 'You shall all go and help me, and when we come back we will have bread and milk for breakfast. We'll have a nice dinner to make up for giving up our breakfast.'

²cologne: a type of perfume ³buckwheats: a dish made with flour from the buckwheat plant



They were soon ready, and the procession⁴ set out. Walking through narrow streets they reached the bare room in which the Hummel family lived. It had broken windows, no fire, ragged⁵ bedclothes, a sick mother, a wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm.

'Oh! It is good angels come to us!' said the poor woman, crying for joy.

Who all were part of the procession?

'Funny angels in hoods and mittens,' said Jo, and they all laughed together. In a few minutes the room began to look happy and cheerful. Hannah, who had carried wood, made a fire, and stopped up⁶ the broken panes with old newspaper.

Why did Mrs Hummel call the girls good angels?

Why did Jo say that they were funny angels?

Mrs March gave the mother tea and gruel⁷, and comforted her with promises of help. In the meantime the girls spread the table, set the children round the fire, and fed them like so many hungry birds.

'This is good!' said the children as they ate and warmed their hands in front of the fire.

That was a very happy breakfast for the March sisters though they didn't get any of it. 'That's loving our neighbour better than ourselves, and I like it,' said Meg, as they set out their presents while their mother was upstairs collecting clothes for the poor Hummels.

'She's coming! Strike up the march, Beth! Open the door, Amy! Three cheers for Marmee!' cried Jo, dancing about while Meg went to conduct Mother to the seat of honour.

In your own words, explain what Meg means by saying that's loving our neighbour better than ourselves.

Beth played a march on the piano, Amy threw open the door, and Meg gave Mrs March a grand escort⁸ to her seat. Mrs March was both surprised and touched, and smiled with her eyes full as she examined her presents and read the little notes which

⁴procession: a group moving forward in an orderly manner for some purpose covered ⁷gruel: a dish made by boiling any kind of grain with milk or water destination in a grand manner

⁵ragged: old and torn

⁶stopped up:

⁸escort: accompaniment by someone to their



accompanied them. The slippers went on at once, a new handkerchief was slipped into her pocket, well-scented with Amy's cologne, a rose was fastened in her hat, and a nice pair of gloves fitted perfectly.

There was a good deal of laughing and talking, in the simple way which makes these family festivals so pleasant, so sweet to remember long afterward.

Adapted from Little Women

Louisa May Alcott (1832–1888) was an American novelist and poet. *Little Women* is set in her own hometown and is based on her experience of growing up with three sisters. Many small events that take place in the book are also taken from things that actually happened in the family.



MAKING CONNECTIONS

Quick answers

1. List:
 - a. the five gifts Mrs March received
 - b. the names of the four sisters
 - c. the three items from the Christmas breakfast that the girls took to the Hummel home
 - d. the two words that describe how Mrs March felt when she received her gifts
 - e. one word that describes how the March family felt after giving away their Christmas breakfast

Reference to context

2. *She remembered her mother's promise and, slipping her hand under her pillow, drew out a little crimson-covered book.*
 - a. Who remembered her mother's promise?
 - b. When did she remember this promise?
 - c. What did she do next?

3. 'Where is Mother?' asked Meg, as she and Jo ran down to the kitchen to thank their mother for their gifts, half an hour later.
 - a. Who was in the kitchen when Meg and Jo ran down?
 - b. Where was their mother?
 - c. What request did their mother make when she returned?

Read, reflect and write

4. How did the March family make the Hummel home happy and cheerful?
5. What kind of person is Mrs March?
6. Do you think the March sisters are selfish or generous? Give reasons for your answer.
7. The main idea, message or moral of a story is its theme. What do you think is the theme of this story?
8. What are some ways in which you can celebrate a festival in a way that benefits others and makes you happy too?



Integrate



9. Festivals are days of celebration. We celebrate national, religious and harvest/seasonal festivals. Draw up a list of at least three festivals of each type.

WORD WALL

Musical Instruments



1. Beth plays the piano. A person who plays the piano is called a pianist. In each column, circle the correct name we use for a person who plays a particular instrument.



flute	drum	bagpipes	saxophone	violin	trumpet
flautist	drummist	pipist	saxophonist	violinist	trumpetist
fluter	drummer	piper	saxophoner	violiner	trumpeter

2. Make sentences of your own with the following words.

precious family oldest procession surprised

Interjection

Read this sentence.

- 'Oh! It is good angels come to us!'

In this sentence, *Oh!* is an interjection. An interjection is a word that expresses a sudden feeling.

3. Choose an interjection from the box for each of the speech bubbles given below.
Then use the interjections in sentences of your own.

Hmm... Oops! Phew! Wow! Yuck! Ouch!

a.



b.



c.



d.



e.



f.



GRAMMAR TIME



Adverbs of place

Read these sentences.

- Not far away from *here* lives a poor woman.
► Let's take our breakfast *there*.

Adverbs are words that describe verbs, adjectives and other adverbs. They are used to express manner, place, time and degree.



The words given in italics are adverbs. They answer the question—where?
Where does the poor woman live? She lives not far away from *here*.
Where shall we take our breakfast? Let's take it *there*.

Words that tell us where something happens are called **adverbs of place**.

1. Use the adverbs of place given in the box to complete the sentences given below.
One has been done for you.

upstairs away here nearby there everywhere

- a. Wait here . I will be back in a minute.
- b. Go to the next building. You might find her _____ .
- c. The crow flew _____ .
- d. Your room is _____ . Please, climb to the second floor.
- e. Where were you? We were looking for you _____ !
- f. Is there a post office _____ ?

It's interesting to see how some words work as both adverbs and prepositions.

Adverb	Preposition
We sat <i>down</i> .	We ran <i>down</i> the hill .
I looked <i>up</i> .	I ran <i>up</i> the stairs .
The children played <i>outside</i> .	There was a swing <i>outside</i> the house .

Prepositions are followed by nouns or pronouns.



Degrees of comparison

We can use different forms of the same adverb to show **change** or to make **comparisons**.

Read these sentences.

- ▶ Beth and Amy woke *early*.
- ▶ Meg woke *earlier* than Beth and Amy.
- ▶ Jo woke the *earliest* (of all).

Adverbs of place like *here* and *there* cannot be compared.

Read this table to learn how these degrees of comparison are formed.

Adverbs	Positive	Comparative	Superlative
short/one syllable adverbs	fast soon	faster sooner	fastest soonest
adverbs ending in -ly (early is an exception)	seriously carefully	more seriously more carefully	most seriously most carefully
some exceptions	well badly	better worse	best worst

2. Fill in the blanks with the correct form of the adverbs given in brackets.

- Many athletes run _____ but Usain Bolt runs the _____. (fast)
- The force of the wind carried the kite _____ and _____. (high)
- The city of Kathmandu was _____ damaged by the earthquake. (badly)
- One group of pilgrims walked _____ than the rest. (slowly)
- The audience cheered _____ for all the performers but they cheered _____ for the drummer. (loudly)

PRONUNCIATION



Words with the letters *ch*

- Say these words aloud with your teacher. Listen carefully to the sound of the letters *ch* in each of them.

chores
↓
(/ch/)

chef
↓
(/sh/)

ache
↓
(/k/)

- Read the words given below. Sort the list of words according to the different sounds of the letters *ch*.

chilli parachute anchor chocolate chameleon
chips chauffeur chemical charade

chores (/ch/)	chef (/sh/)	ache (/k/)

WRITE WELL



Thank you note

The March sisters decided to put up a performance on New Year's Day. Here is an invitation that Mrs March sent to Mrs Hummel.

salutation	→	Dear Mrs Hummel,	
information about the celebration	→	Please join us for an evening of music, dance and theatre!	
place	→	The performance will be held at Alcott Cottage, Main Street, Concord on Friday, 1 January 1868 at 5:30 p.m.	
date			
time			
name of the host	→	I look forward to seeing you, Mrs March	

Imagine you are Mrs Hummel and you went for the performance. Write a thank you note to the March family. In your note, mention what you liked best about the performance.

LISTEN AND SPEAK WELL



In Louisa Alcott's stories there is no mention of things like televisions, computers or mobile phones because those things were not invented then. Inventions change our lives.

Listen to an account of what schools in 2050 might be like. Now divide your class into two teams. Take turns to speak. One team will take the stand that schooling today is better than it will be in 2050. The other team will argue that schooling will be better in 2050. At the end of the debate, your teacher will tell you which team had stronger points and better arguments. Given below are some sentence starters you can use to share your point of view.

The way
I see it

In my opinion

That's not
always true
because _____

_____ on the
other hand

Could you
specify what
you mean by

Look at
it this
way _____



Red Eye

9



Let us make a paper snake. You will need:

- a paper plate
- some drawing pencils
- a pair of scissors

Method

1. Take a paper plate.
2. Draw a spiral pattern on your paper plate starting from the edge and moving towards the centre.

In the centre, draw a snake's face as shown in the picture.

3. Stick/draw orange polka dots onto it.
4. Cut the paper plate along the spiral line.
5. Pull from one end. Your paper snake is ready!

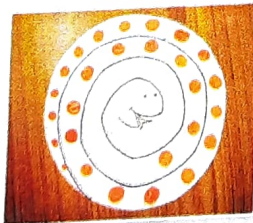
1.



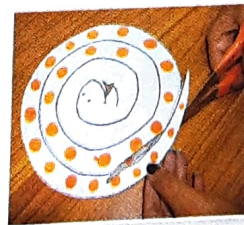
2.



3.



4.



5.



Do you like snakes? Here's a story about a girl called Cindy who had a snake—not a paper snake, but a real one ...

My name is Cynthia Ann, but I am called Cindy. I am nine years old and have a sister, Emily. She is twelve years old and she is really silly.

She is afraid of spiders, white mice, frogs and snakes—especially snakes. But I think snakes are really great.

What does Cindy think of Emily?



One day last summer, when I was visiting my uncle's farm, I found a garter snake¹.

I caught it to take a good, close-up look. It was as long as my arm, and had three pale stripes and orange dots on its body. There were beautiful little blue slashes² on its head. I called it Red Eye because it had red eyes.

My uncle told me to take it home and keep it as a pet. 'No,' I said, 'Emily hates snakes. She is afraid of them because she thinks all of them are venomous³.'

'Nonsense,' said my uncle. 'A garter snake won't hurt anyone if it is handled properly⁴.'

'Oh, Emily wouldn't touch Red Eye,' I said. 'She'd scream and complain and carry on.' Then I stopped. I remembered the time Emily had refused to lend me her pocket money for Dad's birthday present. I thought of the time she had reported me for using her hairbrush to brush our dog. 'On second thoughts,' I said, 'she might learn a lot from Red Eye.'

Which expression does Cindy use to show us that she has changed her mind about something?

So my aunt gave me an empty coffee can and I poked little holes in the plastic lid. (The holes were little ones because my aunt told me that snakes are escape artists⁵ and can get out of just about anything.) Then I took the garter snake home.

My mother helped me to find my old fish tank in the garage. It was just the thing for a snake. It was fascinating to watch Red Eye eat. When I put a piece of raw fish in the tank, it would open its mouth very wide and swallow the piece whole.



Then for a day or two, you could see a large lump in Red Eye's body. The lump would get smaller and smaller as it went farther and farther down. Emily said it made her sick when I spoke of Red Eye's eating habits during dinner and once when I showed her the skin it had shed, she started to scream.

Emily didn't like Red Eye. But I loved my snake. I know that all snakes stick out their tongues to smell things, but whenever I came around the tank, Red Eye would rise up and stick his tongue out as if to say hello.

Then one day, a terrible thing happened. When I went into my room after school, I noticed that the top of the tank was slightly open. Red Eye was gone! I screamed at the top of

¹garter snake: a harmless American snake with coloured lines along its back ²slashes: marks that look like slanting lines
³venomous: full of venom or poison ⁴handled properly: held and taken care of correctly ⁵escape artists: performers who can escape from difficult traps

my voice and Mother came running into the room. 'Somebody left the lid off the tank and Red Eye's gone!' I shouted.

'Oh, is that all?' Mother said thankfully. 'You gave me a scare.'

'Is that all? Is that all? At this moment Red Eye is wandering⁶ around somewhere. It could starve⁷ to death or a dog could get it.' I wanted to cry.

At that moment Emily came into the room. 'You finally managed to get rid of Red Eye,' I yelled at her. 'I hope you are satisfied. I hope Red Eye crawls into your bed tonight.'

'What do you mean?' Emily said. 'I didn't do anything. I just got home from school.' I was not going to believe her.

'All right, girls,' Mother said. 'We'll all look for Red Eye.'

'I'm not looking for any snake,' said Emily. I started to cry.

Emily looked at me in surprise. 'You really like that snake, don't you?' she said.

'Of course,' I sniffed⁸. 'What did you think?'

'I thought you were keeping it just to be mean,' said Emily.

I started to look for Red Eye. I didn't ever want to talk to my sister, Emily, again.

Emily watched Mother and me for a while and then she sighed.

'Well, if that snake means so much to you, I guess I'll help you,' she said.

For hours we looked for Red Eye all over the house. We searched for it till dinner time. No Red Eye.

Emily came over and put her arm around my shoulders. 'I'm sorry, Cindy,' she said.

'We'll search for Red Eye again after dinner. You can't give up yet.' Emily almost never touched me except to poke me. It made me feel sad to think that she was really not a bad person and that I had never known it.

While Mother, Father and I were watching television later that night, we suddenly heard the most awful screams coming from the bathroom. We rushed in that direction and there came Emily, running towards us.

Why do you think Cindy said she wanted Red Eye to crawl into Emily's bed?



⁶wandering: going from one place to the other with no particular aim ⁷starve: suffer because you don't have enough food to eat ⁸sniffed: breathed in air through the nose while crying, in a way that makes a sound

She was holding a bunched-up towel in front of her. Even when she saw us, she didn't stop screaming. But she dropped the towel and out slid Red Eye.

It took a while, but we finally calmed Emily down and she told us that she had opened the closet door in the bathroom and there was the garter snake, snuggled⁹ among the towels. When Red Eye saw Emily, it started to move. Emily knew that if she didn't get hold of it, it would get away.

After I got my snake back into the tank, safe and sound, I thanked Emily. She shuddered¹⁰. I knew it had been hard for her to touch a snake and I knew she had only done it for me. When spring comes around, I'm going to take Red Eye back to the farm and set it free. It will be safe and happy there and it will never have to try to escape again. It's the least I can do for Red Eye—and for Emily.

Cindy says it was really hard for Emily to touch the snake. Which word tells us this?



MAKING CONNECTIONS

Quick answers

1. The story gives us some interesting information about garter snakes. Draw up a fact file using the format given below. Then draw or stick a picture of a garter snake in your notebook.

FACT FILE

Appearance: _____

Habitat: _____

Feeding habits: _____

Characteristics: _____

Behaviour: _____

Reference to context

2. 'On second thoughts,' I said, 'she might learn a lot from Red Eye.'
 - a. Who said these words in the story?
 - b. Whom did she refer to?
 - c. Why did the speaker have second thoughts?
3. 'Well, if that snake means so much to you, I guess I'll help you,' she said.
 - a. What was the snake called? What did it look like?

⁹snuggled: got into a warm, comfortable position ¹⁰shuddered: trembled or shook because of fear or disgust

- b. Who said these lines? What help did she offer?
- c. Briefly describe how the speaker succeeded in helping the listener.

Read, reflect and write

4. Where did Cindy find Red Eye?
5. Cindy brought Red Eye home saying that Emily 'might learn a lot from Red Eye'. When she said these lines, what did Cindy really want to do?
6. How did Cindy feel when Emily offered to look for Red Eye?
7. Emily decided to look for Red Eye once she realized that the snake meant a lot to her sister. What does this tell us about her?
8. What did Cindy and Emily learn from Red Eye's disappearance and the search for it?



Integrate



9. A habitat is a place where an animal lives and gets food, water and shelter. Choose an animal that lives naturally in your region. How is the animal suited to the habitat? Where does the animal stand in the food chain?

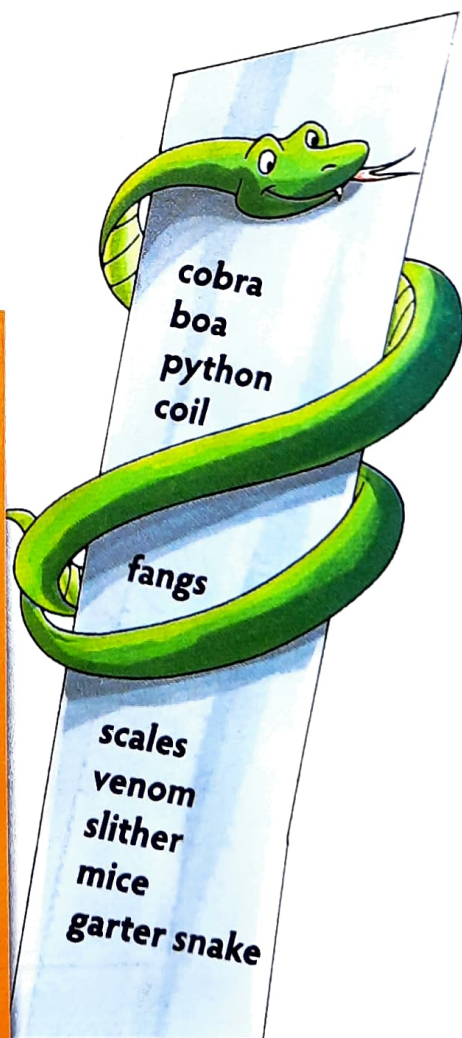
WORD WALL



Word search

1. Look for the snake words in the grid given below.

B	O	A	T	H	U	Y	F	O	W	C	O	B	R	A
R	S	D	F	C	N	D	M	S	H	L	T	A	D	Z
Q	K	G	X	A	Q	P	F	L	T	W	D	W	M	C
T	W	M	J	T	N	A	G	I	S	A	L	E	I	X
C	O	I	L	J	D	G	S	T	P	Y	G	T	C	L
S	V	G	L	Z	N	K	S	H	J	W	K	C	E	S
A	P	W	R	D	T	A	F	E	K	G	A	R	D	V
H	C	A	G	A	R	T	E	R	S	N	A	K	E	E
C	H	U	K	N	H	L	K	S	N	L	V	O	S	N
B	E	F	A	R	W	Z	I	Q	G	S	P	B	L	O
P	Y	T	H	O	N	H	S	C	A	L	E	S	J	M



Homonyms

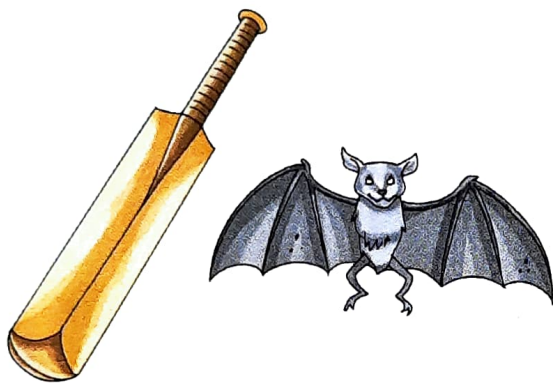
Emily uses the word *mean* three times in the story, but each time the word has a different meaning. Discuss these meanings with your teacher.

- 'What do you *mean*?' Emily said.
- 'I thought you were keeping it just to be *mean*,' said Emily.
- 'Well, if that snake *means* so much to you, I guess I'll help you,' she said.

A **homonym** (same name) is a word that has the same spelling or pronunciation as another, but a different meaning.

2. Use these picture clues to find a word that fits each pair.

a.



b.



c.



d.



GRAMMAR TIME



Prepositions of time

Read these sentences.

- We'll search for Red Eye again *after* dinner.
- *For* hours we looked for Red Eye.

A **preposition** is a word that we usually use before a noun or a pronoun to show position, movement or time.



Prepositions of time tell us when or for how long an event or action takes place.

Let us read some more examples.

Preposition	Use	Example
during	when	I spoke of Red Eye's eating habits <i>during</i> dinner.
till	for how long	We searched <i>till</i> dinner time.

On, in and at show a specific moment in time.

Preposition	Use	Example
on	with days and dates	I will go to school <i>on</i> Monday. World Book Day is celebrated <i>on</i> 23 April.
at	with noon, night, midnight; with a particular time of day	The train arrives <i>at</i> night. The train arrives <i>at</i> eight o'clock.
in	with other parts of the day; months, years, seasons	I like to read <i>in</i> the afternoon. My grandmother was born <i>in</i> 1950. Ice cream is a treat <i>in</i> summer!

1. Write three answers to the following question using *on, at and in*.

When will you come over to my house?

I will come over _____.

I will come over _____.

I will come over _____.

2. Now do the same for the following question.

When do we have the test?

Prepositions also show us for how long something has happened. These prepositions show us a *period of time* or *extended time*.

Preposition	Use	Example
by	not later than a particular time	Finish your science project <i>by</i> four o'clock.
during	through the entire stretch of time	I felt very sleepy <i>during</i> the long bus ride.
for	a length of time	May I borrow your bicycle <i>for</i> an hour?
since	a point of time in the past from which an action began	I have been living here <i>since</i> 2004.
from ... to from ... till/ until	two points in time showing duration	I play games in the evening <i>from</i> Monday <i>to</i> Wednesday. I will be in school <i>from</i> 9 a.m. <i>till</i> 3 p.m.
till/until	shows a time beyond which an action is discontinued	You can stay here <i>until</i> tomorrow.
in/within	during a period of time	Finish writing your answers <i>within</i> an hour.

3. In each of the sentences given below, a wrong preposition has been used. Underline the preposition and replace it with the correct one. One has been done for you.

a. Finish your work within six o'clock.

by

b. I have been living here since five years.

c. The teacher said that she would be free from an hour.

d. I have been waiting for you from half an hour.

e. We are on vacation for May till July.

4. Fill in the blanks using the prepositions given below.

for at by since within

- This test must be finished _____ an hour.
- Farah went to Rome _____ two weeks.
- You must reach _____ 9 p.m. or you will miss the train.
- The television show starts _____ 5 p.m.
- It has been raining _____ the afternoon.

PRONUNCIATION



Same spelling, different pronunciation

Given below are pairs of sentences where the underlined words have the same spelling. However, the underlined word is pronounced differently in each sentence to fit its use. Read these sentences aloud with your teacher and check if you are pronouncing the words correctly.

- You must read this lovely book.
I have already read this book.
- Turn the pages carefully or they will tear.
A tear rolled down his cheek when he heard the sad story.
- I'll help you in just a minute.
Look at the minute detail in this painting.
- We saw the live performance in Mumbai.
My cousins live in Coorg.

Before words beginning with vowel sounds, *the* is pronounced as *thee*.
Before words beginning with consonant sounds, *the* is pronounced as *thuh*.

WRITE WELL

Narrative composition

We read about Cindy's relationship with her sister, Emily. Write a short narrative composition about your relationship with your brother, sister or cousin. You may use the prompts given on the next page. It would be lovely if you could illustrate your essay either with a photograph or better still, with a drawing of the person you have written about.

Introduction—First paragraph: Introduce yourself and your brother/sister/cousin. Give a brief description.

Second paragraph: In what ways are you similar and in what ways are you different? Is there any way in which you annoy or tease each other?

Third paragraph: Briefly narrate an anecdote to show how, despite differences, you support each other, or an incident which taught you how kind and good your brother/sister/cousin is.



Conclusion—Last paragraph: End your composition saying what you would like to do for the person you have chosen to write about—what good things you would wish for the person.

LISTEN AND SPEAK WELL



1. Listen carefully to Cindy outlining her schedule for the day, and fill in the blanks.

- Wake up at 6:30 a.m.
- _____ from 7 a.m. to 7:20 a.m.
- Have breakfast _____.
- Off to school by _____.
- Lesson time from 8:30 a.m. to 1:30 p.m. Art and _____ also during this time.

- f. Have lunch at 2 p.m.
- g. _____ after lunch till 4 p.m.
- h. Play football from 4 p.m. to 5 p.m.
- i. Homework and revision for _____ hours from 5:30 p.m. to 7:30 p.m.
- j. Recreation time after studies. Play chess and listen to music until dinner time.
- k. _____ at 8:30 p.m.
- l. Read in bed till lights go out at 10 p.m.

2. Now draw up a timetable for yourself in your notebook. Give yourself time to study and play, for recreation and for rest. After this, answer the questions that the teacher asks you about your timetable. You may use the prompts given below to answer the questions.

In the evenings,
I usually ...

I work out
regularly in the
morning from
... to ...

I do my
homework
at ...

I have ... for
breakfast.



I like going
to/for ...

Paper Boats



Can a flimsy paper boat carry the weight of flowers and travel safely into a faraway land?
Can it race with mighty clouds and remain afloat? Most importantly, can it carry the weight
of dreams and hopes? Let us read the poem and find out.



Day by day I float my paper boats one by one down the running stream¹.
In big black letters I write my name on them and the name of the village where I live.
I hope that someone in some strange land will find them and know who I am.
I load² my little boats with shiuli flowers from our garden, and hope that
these blooms of the dawn³ will be carried safely to land in the night.
I launch⁴ my paper boats and look up into the sky and see the little clouds
setting their white bulging sails⁵.
I know not what playmate of mine in the sky sends them down the air to race with my boats!



¹running stream: water that is flowing in a stream ²load: fill ³blooms of the dawn: flowers that open early in the morning
⁴launch: set the boat sailing ⁵bulging sails: sails puffed with the wind

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading⁶ is their baskets full of dreams.



Rabindranath Tagore (1861–1941) was a famous writer, singer and painter. He composed the National Anthem of two countries (Bangladesh and India). He was the first Indian to be awarded the Nobel Prize.



MAKING CONNECTIONS

1. Complete the following sentences.
 - a. The person speaking in a poem is called the persona. I think the persona is about _____ years old because _____.
 - b. The persona floats paper boats filled with _____, in the _____ stream.
 - c. The persona imagines that the clouds are _____ sent by an unknown _____ in the sky to race with the paper boats.

2. Read these lines and answer the questions that follow.

In big black letters I write my name on them and the name of the village where I live.

- a. What does 'them' refer to?
- b. Why does the persona write his name and the name of his village?
- c. What does this tell you about the persona?

3. Does the persona float his boats often or does he rarely do this? Which words in the poem give us the answer to this question?

4. At night, what dreams does the persona have about his boat?



⁶lading: the things they are carrying

APPRECIATION

Rhythm

When we read Tagore's poem 'Paper Boats,' we see that the lines do not rhyme. All poems need not have a rhyme. Most poems have a rhythm, a beat, like a song has.

1. Ask your teacher to read the poem aloud. Now, in groups of five or six, compose a tune for the poem and share it with the class.

Concrete poems

A **concrete poem** is one that takes the shape of what it writes about.

Example:

My
Paper boat
Will sail away
Will she return? I cannot say.
She will meet new faces and travel to many places.
And then one day she will come back to me.
Full of stories of the mysteries of the sea.

2. Use your imagination and write a concrete poem about a paper boat of your own.

The lines don't have to rhyme. They only have to change in length to make the shape of a paper boat. Here are some points you can think about:

- a. Where would you like your boat to sail to?
- b. Who are the people your boat would meet?
- c. What cargo would you like the boat to carry back for you?





Black Beauty

10



ICSE

Think as far back as you can remember. What are your earliest memories of the place you live/lived in? What do you remember about the house and its surroundings? Who were your playmates? What games did you play? Is there any incident that you remember from that time? Share these memories with your classmates.

Let us read about the early memories of a horse named Black Beauty.



The first place I can remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, rushes¹ and water lilies grew at the deep end. Over the hedge, on one side we looked into a ploughed² field and on the other we looked over a gate at our master's house which stood by the roadside.

In the daytime, I ran by my mother's side and at night I laid down close to her. When it was hot, we used to stand by the pond in the shade of the trees. When it was cold, we had a nice, warm shed near the plantation³. As soon as I was old enough to stay on my own, my mother used to go out to work in the daytime and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them. We had great fun. We used to canter round and round the field, as hard as we could go. Sometimes we had a rather rough play, for the colts would bite and kick as well as gallop.

Which two words describe the way a horse moves? How are they different?



One day, when there was a good deal of kicking, my mother whinnied to me to come to her and then she said, 'I wish you pay attention to what I am going to say.'

Was Black Beauty's life comfortable? How do we know?



¹**rushes:** tall plants with grass-like leaves ²**ploughed:** that which has been dug with a plough—farming tool
³**plantation:** a large area of land that is planted with trees

'The colts that live here are very good, but some of them have not learnt manners.

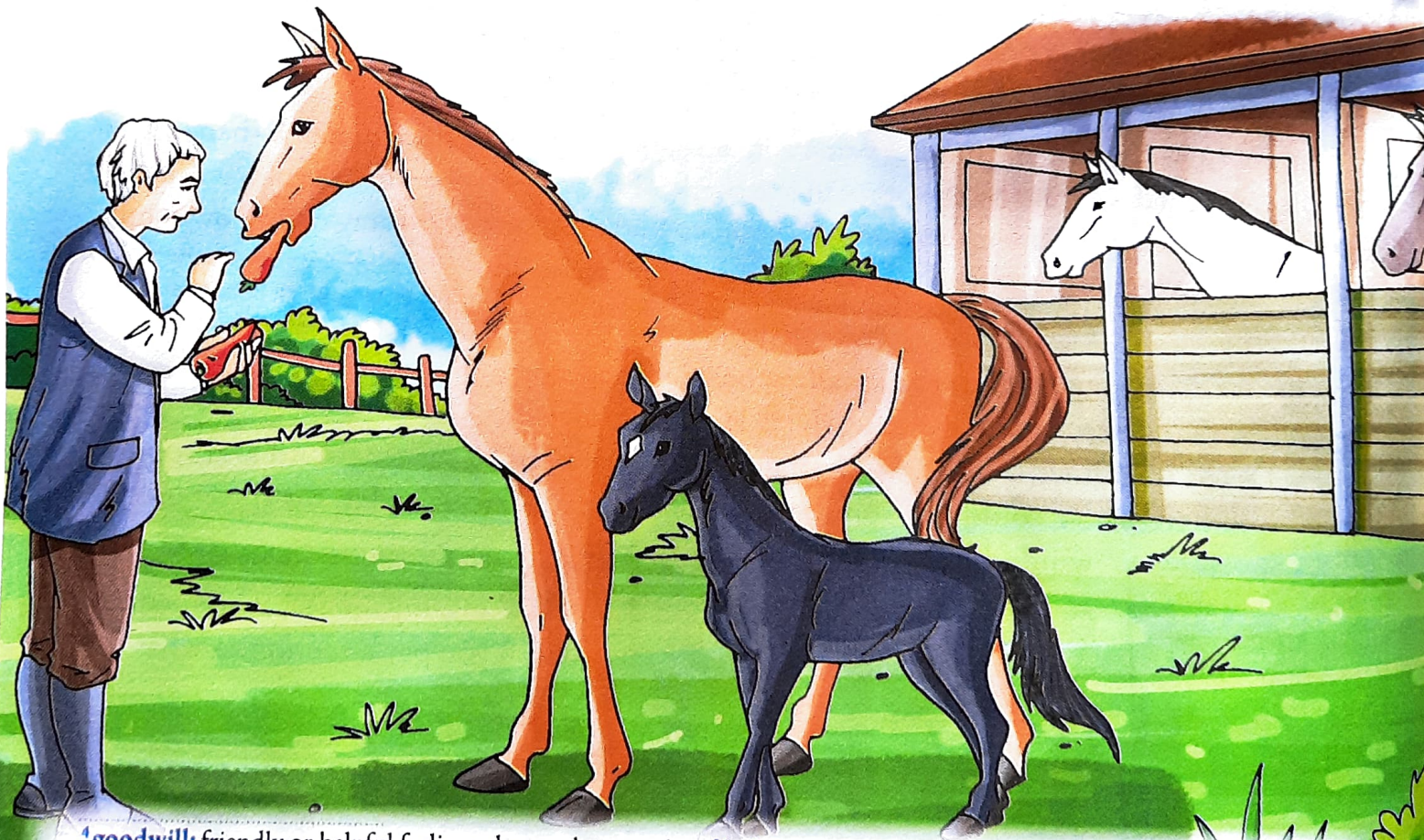
Your father has a great name. For two years, your grandfather won the Newmarket race cup,

Why did Black Beauty's mother call him? Which word is used to describe the sound she made?

and you have never seen me kick or bite. I hope you will grow up gentle and good and never learn bad ways. Do your work with goodwill⁴, lift your feet up well when you trot and never bite or kick even in play.'

I have never forgotten my mother's advice. Our master was very fond of my mother because she was wise and good. Her name was Duchess, but our master called her Pet.

Our master gave us good food, good lodging⁵ and kind words; he spoke as kindly to us as he did to his little children. He was a good man. We all liked him very much and my mother was devoted to him. When she saw him at the gate, she would neigh with joy and trot up to him. He would pat and stroke her and say, 'Well, old Pet, how is your little colt today?' Then he would give me a piece of bread which was very good. He often brought a carrot for my mother. All the horses would come to him, but I think we were his favourites. My mother always took him to town in a light gig⁶.



⁴goodwill: friendly or helpful feelings about other people
⁵lodging: a place to stay
⁶gig: a small light carriage pulled by one horse

There was a ploughboy⁷, Dick, who sometimes came into our field to pluck blackberries from the hedge. When he had eaten all he wanted, he would have what he called fun with the colts, throwing stones and sticks at them to make them gallop. The stones often hurt us.

What was the cruel game that Dick played?



One day he was at this cruel game when the master came to the next field. As Dick did not know that he was being watched by the master, he continued throwing stones at us. The master jumped over the hedge in a snap and went up to Dick. 'Bad boy!' he scolded, 'Bad boy to chase the colts! I shall not want you on my farm again.'

The master sent Dick away so we never saw him again. Old Daniel, the man who looked after the horses, was told to look after us. Since he was just as kind and gentle as our master, we were comfortable and happy.

Adapted from Black Beauty

Anna Sewell (1820–1878) was a cheerful, helpful girl. She drove her father to the railway station each day in a little carriage pulled by horses. When she was in her teens, a fall injured her seriously and as she grew older, she was unable to ride or even drive the carriage. It was then that she began to write the first chapters of *Black Beauty*. She hoped that the book would make people treat horses with kindness and understanding.

⁷ **ploughboy**: a boy who guides the animals drawing a plough

MAKING CONNECTIONS

Quick answers

1. Black Beauty tells us about a meadow and all that he could see when he was in the meadow. Carefully read what Black Beauty tells us and put a tick (✓) against the statements that are true and a cross (X) against those that are false.
 - a. The meadow was lovely, but small.
 - b. There was a pond with water lilies and rushes in the meadow.
 - c. There was a road close to the master's house.
 - d. At one end of the meadow was a gate and there was a hedge at the other end.
 - e. Fir trees grew at the edge of the river.
2. Choose the correct answer.
 - a. A young horse is called a
 - i. colt.
 - ii. canter.
 - iii. mare.
 - b. Black Beauty's mother spoke to him because
 - i. she wanted him to stop playing with the colts.
 - ii. she wanted him to grow up well-mannered.
 - iii. she wanted him to win a cup at the Newmarket race.
 - c. The master scolded Dick because
 - i. he hurt the horses.
 - ii. he ate the blackberries that grew in the master's field.
 - iii. the master did not want Dick to have fun.

Reference to context

3. *The first place I can remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, rushes and water lilies grew at the deep end.*
 - a. Did Black Beauty like the meadow? How do we know?
 - b. What could Black Beauty see from the meadow?
 - c. What did Black Beauty do in the meadow?
4. *I have never forgotten my mother's advice. Our master was very fond of my mother because she was wise and good. Her name was Duchess, but our master called her Pet.*
 - a. When did Black Beauty's mother give him this advice?
 - b. What was the advice that Black Beauty received?
 - c. What three things do we learn about Black Beauty's mother from this text?

Read, reflect and write

- 5. What did Black Beauty’s mother tell him about the family he came from?
- 6. How do we know that the master was very fond of Black Beauty’s mother?
- 7. What kind of a horse did Black Beauty’s mother want him to be? Can you think of any advice your elders have given you? Write it in your notebook.

Integrate

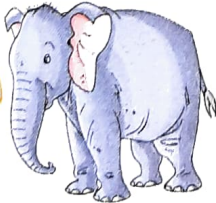
- 8. A horse’s eyes are on the side of its head and are capable of seeing nearly 360 degrees at one time. Research and find out more about horses and how they have been helping us for over 5,000 years! Present your findings to the class.

WORD WALL

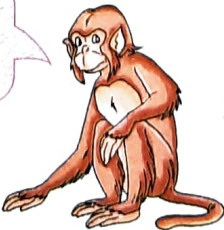
Animals and their sounds

- 1. A horse neighs and whinnies. Given below are the sounds that different animals make. Look at each picture and write the sound that the animal makes. One has been done for you.

trumpet hoot howl chirp cackle gobble chatter

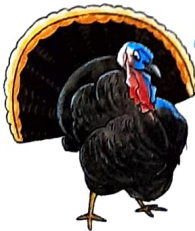


trumpet













Horse idioms

An idiom is an expression or a group of words whose meaning differs from the meanings of the individual words.

Here are some idioms with the word *horse* in them.

putting the cart before the horse	doing things in the wrong order
sitting on a high horse	behaving in a very proud way
eating like a horse	eating a lot
horsing around	fooling around
hold your horses	wait a moment; slow down

2. Use these idioms to fill in the blanks.

- a. ARPIT I have to rush. I am getting late for school.
MOTHER _____ ! At least finish your breakfast.
- b. Let's stop _____ and get down to work.
- c. Look at Jack. He is so hungry, he is _____ .
- d. You've made the sandwiches when we haven't even decided whether we are going for the picnic or not. That is _____ .
- e. Let her be. She won't join our game. Ever since she won the prize she has been _____ .

GRAMMAR TIME



Conjunctions of reason

Read these sentences.

- Our master was very fond of my mother *because* she was wise and good.
- The master sent Dick away, *so* we never saw him again.
- *Since* he was kind and gentle, we were comfortable and happy.
- Sometimes we had a rather rough play, *for* the colts would bite and kick.

In these sentences, *because*, *so*, *since* and *for* are conjunctions of reason.

Conjunctions of reason are used to link reasons and results.

Conjunctions are joining or linking words. They join two parts of a sentence.

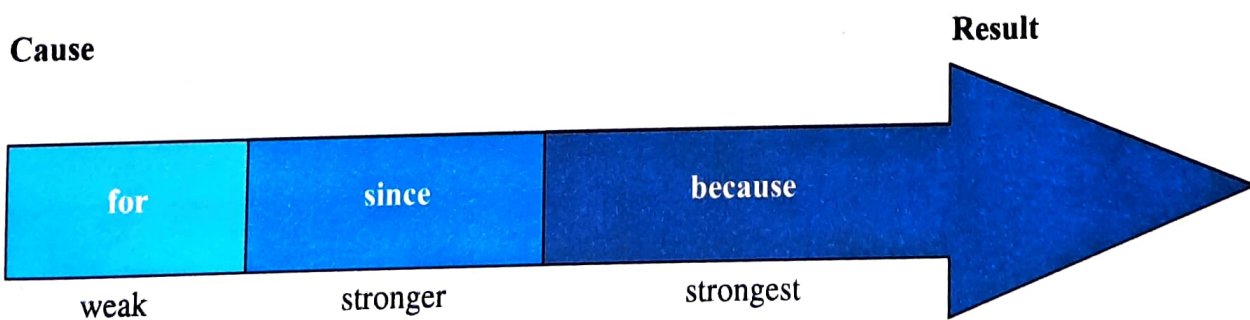


Conjunctions of reason are used to show:

- why someone does something
- why something has happened

Let us read a few more examples.

Conjunction	Example
because	I went to the library <i>because</i> my teacher asked me to. result ←————— reason
so	I was unwell, <i>so</i> I went home early. reason —————→ result/purpose
as	As the library was closed, we went to the park. reason —————→ result
since	Since he practised regularly, he played well. reason —————→ result
for (old fashioned, hardly used in speech)	We finished all the food <i>for</i> we were very hungry. result ←————— reason



1. Tick (✓) the right conjunction for each of the sentences given below.

- It was cold (so/because) I put on my coat.
- I love visiting my grandparents (so/because) we do interesting things together.
- It was raining (so/because) we played indoors.
- (So/As) he did not know the way, he asked for my help.
- We walked home (so/as) we had missed the last bus.
- (Since/So) he wasn't ready, we left without him.

2. Complete these sentences using your own ideas.

- a. I am happy because _____.
- b. Since it is late, _____.
- c. The teacher was pleased as the students _____.
- d. _____ so my friends _____.
- e. Ruby won the debate because _____.
- f. Tarun wanted to watch the movie so _____.



PUNCTUATION

Revision

Read the following sentences and punctuate them with full stops, commas, question marks, exclamation marks and apostrophe marks. Don't forget to use capitals letters where necessary.

1. i am going to the market to buy two pencils one eraser and a ruler do you need anything
2. watch out he shouted
3. the children were making a lot of noise in the playground werent they
4. the boy whom you met yesterday is our new neighbour
5. alas we couldnt meet the cricketer
6. havent you seen the new animated movie
7. gary williams the famous chef visited mumbai last week
8. anuradha and ankita my friends drove from pune to delhi
9. you shouldnt feed the animals in the zoo
10. amit sania rohit and sachin will represent our school in the inter-school competition

WRITE WELL



Autobiography

Black Beauty is written as if the horse is telling us his own story.

When we write the story of our own life, we call it an autobiography.

Use these ideas to write an autobiography in three paragraphs. Discuss the following points with your partner and create a rough draft before you begin writing it.

Who are you?

What is the earliest memory you have?

When and where were you born?

What are the important dates and events in your life?

What have the grown-ups told you about yourself as a baby?

You may include a fourth paragraph if you would like to add any other information about yourself.

Three horizontal black bars for writing.

LISTEN AND SPEAK WELL



Listen to the passage about King Alexander and his horse Bucephalus and answer the questions given below as your teacher asks them.

1. What did Alexander notice while the men were trying to ride the horse?
2. When Alexander said that he could ride the horse, how did his father react?
3. What did Alexander do before mounting the horse?
4. Was the king proud of his son? Why do you think so?
5. How did Alexander show his gratitude to Bucephalus?





Art is for Everyone

11



Here is a girl called Margaret holding a drawing. Look at Margaret's expression. What is she feeling? Why do you think she is feeling this way?



Let us read on to find out why Margaret and her mother visited Tippity Witchet, a good and kind witch¹.



Once upon a time on the island of Meddybemps, Margaret came home from school with a drawing in her hand and very big tears in her eyes. She had drawn a picture of Tippity Witchet's house and a boy had made fun of it.

'He said it was awful². He said I would never be an artist.' She made a very sad face.

'I'm sorry, Margaret,' said her mother. 'He is wrong. This is a good drawing.'

'You will say that. You're my mother,' sniffed³ Margaret.

'But it is good, Margaret,' said her mother. 'Why don't we show it to Tippity Witchet and see what she thinks.'

Margaret and her mother rode their bicycles to Tippity's house to show her the drawing.

Tippity Witchet looked at the picture and smiled her biggest smile. 'What a lovely drawing, Margaret! You are a fine artist.'

Margaret felt a little better. 'It's a picture of your house,' she said. 'A boy at school said it was awful.'

'Stuff and nonsense⁴!' said Tippity. 'Art is art. We all see things in different ways and we all find our own ways to show people what we see. I see my house and I like the way you've

¹witch: a woman who has magical powers ²awful: terrible; not nice at all ³sniffed: breathed in through the nose, noisily, while crying ⁴stuff and nonsense: an expression to show that you think something is senseless or silly

What do you think Tippity means when she says Art is art?



drawn it. With lots of practice, some people develop great skills at drawing or painting, but that doesn't mean their artwork is any better than yours. Everybody is different and art is for everybody. Hold my hand. I'll show you what I mean.'

They all held hands and Tippity waved her magic wand in the air.

In the time it takes to wink your eye, all three of them disappeared from Tippity's house and appeared near some fishing boats. Here they found a man sitting on a little bench. He was drawing a picture of two fishermen who were working on their boat. Tippity whispered, 'This is my friend Uncle Dot. He paints lovely watercolour paintings.'

Uncle Dot heard her and turned to greet them.

'Hello, everybody,' he said.

Tippity Witchet introduced Margaret and her mother to Uncle Dot and showed him Margaret's drawing.

'Well, this is nice!' Uncle Dot studied the drawing and said, 'I like the way you showed all the flowers in Tippity's garden and that's a very cheerful sun in the sky. Art is such great fun, is it not?' Everyone agreed that it was.

'Look here,' said Uncle Dot. 'Why don't all of you sit down and draw or paint with me for a while? I have lots of art supplies⁵. Use whatever you like.'

Margaret's mother said, 'Oh, I can't draw well at all, but the rest of you, please go ahead. I will watch.'

Who did not want to draw and why?



'Nonsense!' said Tippity as she found some coloured pencils.

'Of course you can. I'm going to use these pencils to draw. Margaret, what would you like?'

Margaret chose markers and her mother picked out a few bits of coloured chalks, something she liked to draw with when she was a child. In no time, everyone was busy drawing and painting.

People stopped by to see how they were doing and said nice things about their work. The artists listened to the



⁵ art supplies: things you need for drawing (colours, paintbrushes, etc.)

sounds of seagulls⁶ overhead and the creaks and thuds of the boats rocking on gentle waves. They smelled ropes and nets and fish and the sea itself. They were having a splendid⁷ time.

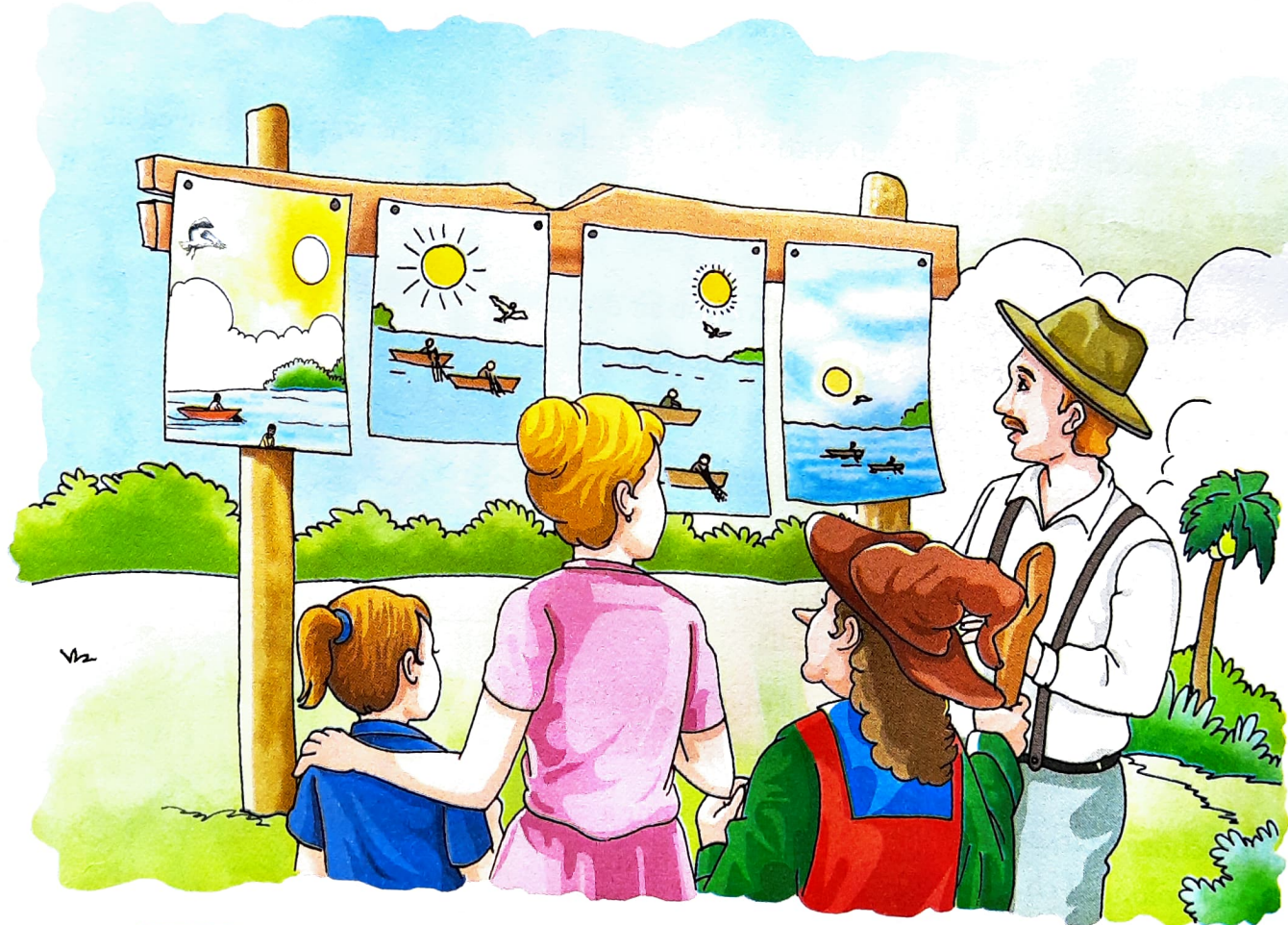
Later in the afternoon, the smell of food being cooked in nearby houses made the artists hungry, so they agreed to stop for the day. They tacked⁸ their art onto an old board and stepped back to see what the others had done. Each piece was different. Everyone had seen the same things: boats, fishermen, the sea, the sky and the sun. But each person drew or painted those things in his or her own way.

'Delightful!' said Tippity. 'They're all very interesting, are they not?'

'This was great fun!' said Margaret's mother.

So, from that day on, Margaret and her mother enjoyed drawing and painting. They didn't care if others thought their work was good or not because they knew that it didn't matter at all.

When did the artists
stop painting?
Why did they stop?



Jerry Jindrich (pronounced jin'-drik) is an author and illustrator. When he was a child, he loved to draw. Later Jerry worked as an artist and designer for more than 40 years. Today, he has a website Meddybemps.com, which is full of activities and stories for children.

⁶seagulls: long-winged, web-footed seabirds, usually white in colour ⁷splendid: lovely ⁸tacked: put up with pins

MAKING CONNECTIONS

Quick answers

1. Put a tick (✓) against the statements that are true and a cross (X) against those that are false.
 - a. Margaret wanted to be an artist. ☐
 - b. A boy at school made fun of the picture that Margaret had drawn of her house. ☐
 - c. Tippity waved her magic wand over Margaret and she became a better artist. ☐
 - d. Margaret's mother did not draw anything. ☐
 - e. Drawing pictures was great fun for everybody. ☐
2. From the story, pick out all the things that Margaret has drawn and make a list of them in your notebook.

Reference to context

3. *Tippity Witchet looked at the picture and smiled her biggest smile. 'What a lovely drawing, Margaret! You are a fine artist.'*
 - a. Where were Margaret and her mother?
 - b. What had Margaret drawn?
 - c. How did Margaret feel after she heard Tippity Witchet's words?
4. *Margaret chose markers and her mother picked out a few bits of coloured chalks, something she used to draw with when she was a child. In no time, everyone was busy drawing and painting.*
 - a. Who else was there with Margaret and her mother?
 - b. Which group of words in the extract means 'soon'?
 - c. What did all of them draw and paint?

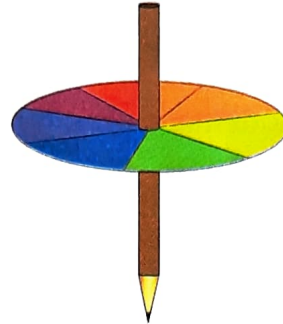
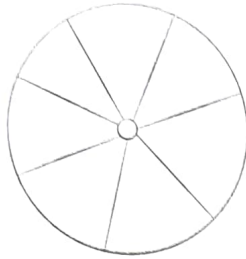
Read, reflect and write

5. What made Margaret cry?
6. Where did Tippity take Margaret and her mother? How did they reach there?
7. What did Margaret learn that afternoon after painting with Tippity and Uncle Dot?
8. Imagine that you are Margaret. The next day in school, you have an art class and the boy makes fun of your drawing again. What would you say to him?



Integrate

9. The great scientist Isaac Newton proved that light is made up of all the colours of the rainbow. Using stiff paper, cut and make a colour spinner as shown in the pictures. When you spin the circle, what do you see? Why does this happen?



WORD WALL



Art words

1. Here are some scrambled words—they are all art supplies. Rearrange them to get the correct names. One has been done for you.

a.



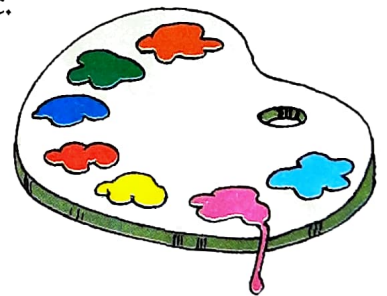
OOLSAEWUTRCR
water colours

b.



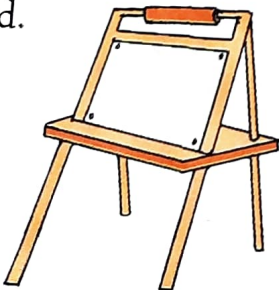
TNSIURBPAHES

c.



EPEATLT

d.



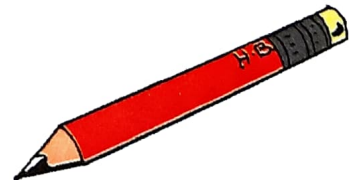
SEALE

e.



NOYRACS

f.



NICEPL

2. On the picture of the palette below there are a number of words that describe different shades of basic, everyday colours. Sort them out and fit them into the right colour web.

ebony jet soot
scarlet crimson cherry
eggshell pearl linen
tan coffee caramel
lemon honey sunshine

brown

white

black

yellow

GRAMMAR TIME



Question tags

Read these sentences.

- They're all very interesting, *aren't they?*
- Art is such great fun, *isn't it?*

If the sentence is positive, the question tag is negative.

If the sentence is negative, the question tag is positive.

Notice how each sentence states something and then ends in a question tag.

We use questions tags

- to check whether something is true or not.
- when we are sure of the answer and want the listener to agree with us.

Given below is the basic structure of sentences with a question tag.

Statement	Question tag
+ (Positive statement), He is tall,	- (negative tag)? <i>isn't he?</i>
- (Negative statement), You <i>haven't</i> done the work,	+ (positive tag)? <i>have you?</i>

Negative statements are those that say *not*.

It is not hot.

The negative tags are always contracted.

haven't, aren't, don't

1. Read the sentences given below. Put a tick (✓) against those that are correct and a cross (X) against those that are not.

- These cakes are delicious, *are they?*
- The movie was good, *wasn't it?*
- It isn't raining, *is it?*
- John wasn't sleeping, *wasn't he?*
- We can win, *can't we?*

☐
☐
☐
☐
☐

Given below are the forms of question tags.

- main or helping verb + pronoun (that matches the subject)

Example: The birds aren't chirping today, *are they?*

- main or helping verb + *n't* + pronoun (that matches the subject)

Example: That is a beautiful painting, *isn't it?*

The subject of a sentence tells us who or what the sentence is about.

There are a few more rules to keep in mind while making question tags.

- The question tag uses the same auxiliary verb (or main verb if the verb is *be*) that is used in the sentence earlier.

Examples: The bird is sitting on the tree, *isn't it?*

The birds are pretty, *aren't they?*

The birds have flown away, *haven't they?*

- If there is no auxiliary verb in the sentence, we use the appropriate form of the verb *do* in the question tag.

Examples: You live near the sea, *don't you?*

John works hard, *doesn't he?*

- The pronoun in the question tag matches the subject.

Examples: The puppy is cute, *isn't it?*

You like to sing, *don't you?*

2. Match the statements to their question tags.

Statements	Question tags
a. You enjoy reading,	isn't it?
b. You don't make fun of people,	don't you?
c. This seat is comfortable,	do you?
d. It is not your ball,	aren't we?
e. We are not going to lose,	is it?
f. We are going to watch the film,	are we?

3. Use the picture prompts given below to complete these statements with question tags and other suitable words.

a. She is skating fast, _____



b. He has not done _____ , _____



c. The kittens are _____ , _____



d. The baby has not finished _____ , _____

e. The ice cream is _____ , _____



PRONUNCIATION



/t/ and /id/ sounds

Read these words aloud.

liked laughed stopped

They end in *-ed*, but when we say them aloud, we end them with a /t/ sound.

like-t laugh-t stop-t

Now read these words aloud.

rested needed wanted

They also end in *-ed*, but they already have a /t/ or a /d/ sound.

So when we say them aloud, we end them with an /id/ sound.

rest-id need-id want-id

Practise reading these words with the correct final sound.

-ed = /t/

mixed boxed worked dressed

talked finished asked danced

watched walked helped

-ed = /id/

added ended pointed painted

decided waited pattened batted

parted fitted

WRITE WELL



Picture description

Draw and colour a picture. It can be anything you like: a picture of your family, a scene at the market or any other idea that you have. Write a short description of what you see in the picture. You could use some of these words to describe the picture.

interesting delightful lovely splendid cheerful

LISTEN AND SPEAK WELL



The boy who made fun of Margaret's picture spoke in a rude, mocking tone. Margaret told her mother about the incident in a sad tone. The tone in which we speak adds expression and meaning to the words we say.

1. Listen to the two sentences being said in different ways. What do you think each one means? Underline the word which is being stressed or said with special expression in each sentence.

- a.
 - i. I haven't broken that window.
 - ii. I haven't broken that window.
 - iii. I haven't broken that window.
- b.
 - i. She has written this book.
 - ii. She has written this book.
 - iii. She has written this book.



2. Excited, happy, cranky, worried, annoyed and sad are all words that describe the tones in which we speak. In pairs, practise saying the sentences given below in different tones. See if the meaning of some sentences changes depending on which word you stress. Practise with more sentences of your own.

What are you doing here?

It's time to go.

I bought you a present.

I don't believe this!

Where did you find this?

What do we do next?

3. Divide yourselves into groups with each group choosing a different tone in which to say 'goodbye'. Create and perform a short skit around that.

The Mountain and the Squirrel

What makes you a special person? Let's read a poem that shows us that each one of us is special and unique.



The mountain and the squirrel
Had a quarrel,
And the former¹ called the latter²
'Little prig³.'
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.
And I think it no disgrace⁴
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry⁵:
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.'

Ralph Waldo Emerson



¹**former**: the first of the two being talked about ²**latter**: the second of the two being talked about ³**prig**: an annoying person who has a superior attitude ⁴**disgrace**: lost of respect; matter of shame ⁵**spry**: active

MAKING CONNECTIONS

1. Put a tick against the statements that you think are true and a cross against those that you think are not.
 - a. The mountain and the squirrel disagreed with each other.
 - b. The mountain was rude to the squirrel.
 - c. The squirrel was rude to the mountain.
 - d. The squirrel doubted that the mountain was large.
 - e. The squirrel praises the squirrel track that the mountain makes.
 - f. The squirrel believes that being small is better than being large.
2. Pick out and list three pairs of opposites from the poem.
3. Read these lines and answer the questions that follow.
 - a. *The mountain and the squirrel*
Had a quarrel,
And the former called the latter
'Little prig.'
 - i. Who are the characters in these lines?
 - ii. What was the quarrel about?
 - iii. Who called whom 'Little prig'?
 - b. *But all sorts of things and weather*
Must be taken in together
To make up a year
And a sphere.
 - i. Who says these lines and to whom?
 - ii. What makes up a year? Why does the speaker refer to a year?
 - iii. What is the 'sphere' that the speaker refers to?
4. The squirrel lists two things it can do that the mountain cannot. Which are these two things?
5. What does the squirrel mean by saying, 'If I'm not so large as you, You are not so small as I'?
6. 'All is well and wisely put'. Who has put things wisely and well? What would happen if everyone had the same talents?
7. What do you think the mountain would have said in reply to the squirrel?
8. A fable is a short story that has a moral. Is the poem a fable? Give reasons for your answer.



APPRECIATION

Summary

The **summary** of a poem gives us the main points, without the details.

Read a summary of 'The Mountain and the Squirrel'.

The mountain thought he was bigger, stronger and superior. The squirrel said that different things make up the world and different seasons make up a year. Everyone has their own talents and importance. Nature has ordered things wisely—no one is superior or inferior. If a mountain can carry forests then a squirrel can move quickly and crack nuts.

Given below is a humorous poem by Alfred Noyes. Read it aloud and then complete the summary given in the box.

Daddy Fell Into the Pond

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,

THEN

Daddy fell into the pond!
And everyone's face grew merry and bright,
And Timothy danced for sheer delight.
'Give me the camera, quick, oh quick!
He's crawling out of the duckweed.'
Click!

Then the gardener suddenly slapped his knee,
And doubled up, shaking silently,
And the ducks all quacked as if they were daft
And it sounded as if the old drake laughed.
O, there wasn't a thing that didn't respond

WHEN

Daddy fell into the pond!

Summary

It was a _____ .
day and everyone was feeling _____ .

Then _____ .
Immediately the mood changed.

Everyone _____ .
Timothy _____ and _____ .

The gardener _____ .
The ducks started _____
and the old drake sounded like he was _____ .



Tales of Young Gandhi

12

Rearrange the words given below to get a famous quote by Mohandas Karamchand Gandhi.

see must You the wish change you to in the world be.



Gandhi has been called the *Mahatma*, meaning the great soul, but as a young boy, he faced the same challenges similar to what many of us face. Let's read an extract from the book, *Tales of Young Gandhi*, to learn more about Gandhi as a young boy.



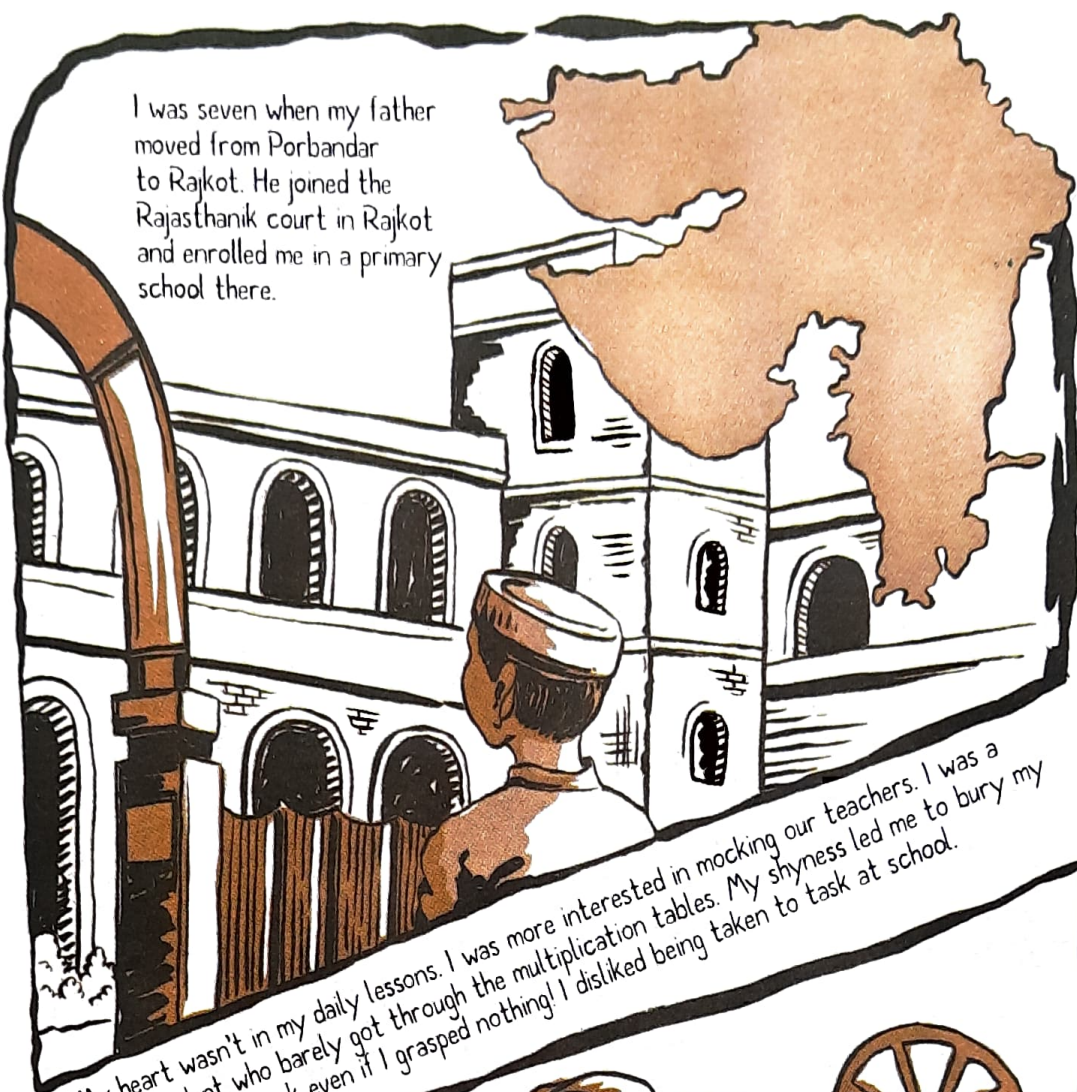
On the west coast of India in Porbandar, Gujarat, lived a family – the Gandhis: Karamchand, his wife Putlibai, their daughter, and three sons.



1. Mohandas Karamchand Gandhi, was the youngest – born on 2 October 1869.



I was seven when my father moved from Porbandar to Rajkot. He joined the Rajasthanik court in Rajkot and enrolled me in a primary school there.



My heart wasn't in my daily lessons. I was more interested in mocking our teachers. I was a mediocre student who barely got through the multiplication tables. My shyness led me to bury my head in a book even if I grasped nothing! I disliked being taken to task at school.



But surely I wasn't a dunce! My luck and a wee bit of merit got me scholarships of Rs 4 and Rs 10 for two years.

.....
mediocre: average

I took to some subjects more easily than others. Initially I found geometry challenging, but with hard work I came to appreciate the underlying simplicity of the subject.

Sanskrit was harder. Everything had to be learnt by heart. I almost switched to the Persian class on hearing it was easy and the teacher was lenient. But the Sanskrit teacher persuaded me to keep learning the language.

I was very shy! I would avoid talking to schoolmates at the thought of being laughed at. It was my childhood inhibition.

Run faster, Moniya.* run!

In high school, my headmaster Dorabji Edulji Gimi made gymnastics, football and cricket compulsory for us. I shirked from them. It was my shyness once again that haunted me on the playground as well.



Later I came to realize that physical training is as important as mental training. I read that regular long walks in the open air were good for health and so I formed a habit of it, which kept me fit and robust.

shirked: avoided or neglected **robust:** strong and healthy



One day, I wanted to skip gymnastics and rush home to attend to my ill father.

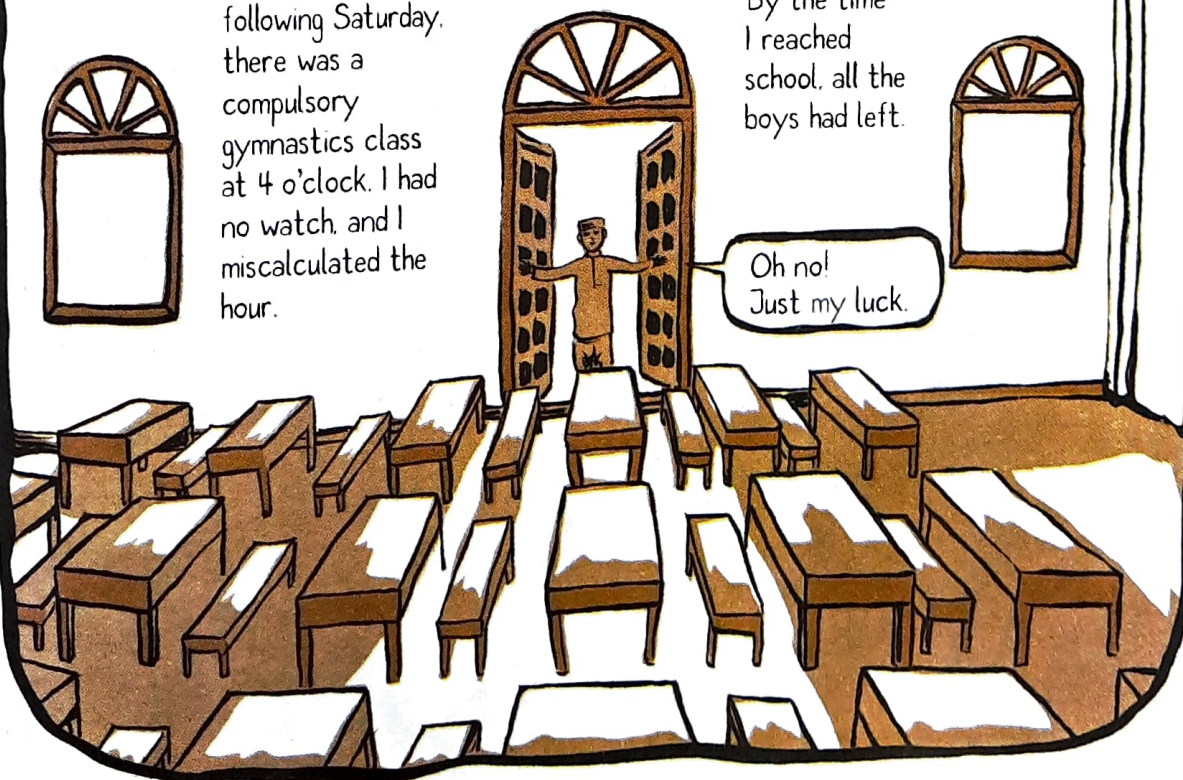
My earnest request to leave school early was not accepted by Mr Gimi.



Then the following Saturday, there was a compulsory gymnastics class at 4 o'clock. I had no watch, and I miscalculated the hour.

By the time I reached school, all the boys had left.

Oh no!
Just my luck.





flaws: faults or weaknesses

Extract from *Tales of Young Gandhi*
Creative visualization and text by Janhavi Prasada,
illustrations by Uttam Sinha

Janhavi Prasada was inspired to collect visual content over 8 years of travel to Porbander, London and South Africa, after reading Gandhi's autobiography *The Story of My Experiments with Truth*, especially by the values of truth, non-violence, simple living and cleanliness.

MAKING CONNECTIONS



Quick answers

1. Answer in a sentence.
 - a. When was Gandhi born?
 - b. Where was Gandhi born?
 - c. Who were Gandhi's parents?
 - d. Why did the Gandhi family move to Rajkot?
 - e. Which languages were taught at the school Gandhi went to? List three.
 - f. How did Gandhi feel when his request to leave school early was not granted?
 - g. What evidence (proof) does Gandhi give to show that in spite of everything, he did quite well at school?

Reference to Context

2. *Later I came to realize that physical training is as important as mental training.*
 - a. What physical training was Gandhi given at school?
 - b. What did Gandhi do before he realized the importance of physical training?
 - c. What habit did Gandhi form after he realized the importance of physical training?
3. *Mohandas, stop lying about your absence.*
But sir ...
 - a. Who accused Gandhi of lying?
 - b. Which class had Gandhi been absent from?
 - c. What was the reason for Gandhi's absence?

Read, reflect and write

4. Based on what you see in the graphic story, describe the school that Gandhi went to.
5. Why did the headmaster not believe the reason for Gandhi's absence?
6. T-Charts are a type of graphic organizer through which we can separate and organize information. The T-Chart gets its name as it has two columns which make it look like the letter 'T'. Fill in the T-chart given here.

Opinion	Evidence or proof from the story to support the opinion
My heart was not in my studies.	
I was very shy.	

7. Gandhi pointed out qualities and character traits in himself that are good and admirable. What are these?
8. What are your strengths or strong points? Illustrate with examples.

Integrate

9. Gandhi realized that physical training is important. Physical exercise and play help us to develop strong bones, muscles and joints. What are the other benefits of exercise? Keep a record of your physical activity for a week. With the help of a grown-up, check that you are getting enough exercise. Create a poster for the class showing the benefits of exercise and play.

WORD WALL



Phrasal verbs

The story tells us that Gandhi *took to* some subjects. This means he began to like some subjects.

Some verbs can be paired with an adverb or preposition to mean something else entirely. These verbs are called **phrasal verbs**.

Read these examples

I *took* a football to the park. → I carried a football to the park.

I *took up* football. → I started playing football.

I *took to* football. → I began to like football.

1. Match the verbs to their meanings.

a. fill up	test something; see if something works properly
b. find out	stop doing something because it is not good for you
c. tidy up	become too old or big for something
d. grow out of	wait eagerly
e. try out	be on good, friendly terms
f. look after	discover information about something
g. look forward to	respect
h. get along with	take care of
i. look up to	make full
j. give up	make a place look neat

2. Follow the example and answer the questions given below. One has been done for you.

- a. What can you *take up*?
- b. What can you *fill up*?
- c. What can you *find out*?
- d. What can you *tidy up*?
- e. What can you *give up*?
- f. What can you *grow out of*?
- g. What can you *try out*?
- h. What can you *look after*?
- i. What do you *look forward to*?
- j. Who can you *get along with*?
- k. Who do you *look up to*?

I can take up singing.

GRAMMAR TIME



Reported speech

Read these sentences.

- ▶ 'My father is ill,' said Mohandas.
- ▶ 'You are lying, Mohandas,' said the headmaster.
- ▶ 'I was shy when I was young,' said Gandhi.

General truths and habits are always in reported speech.

Now, read these sentences.

- ▶ Mohandas said that his father was ill.
- ▶ The headmaster said that Mohandas was lying.
- ▶ Gandhi said that he was shy when he was young.

In the first set of sentences, Gandhi and the headmaster are speaking.

In the second set of sentences, someone else is *reporting* what Gandhi and the headmaster said.

We use **reported speech** to report or tell someone what another person has said. Reported speech is also called **indirect speech**. When the speaker's own words are used in quotation marks we call it **direct speech**.

A table is given on the next page to show us how verb tenses shift when direct speech changes to reported speech.

Direct speech	Reported speech
John said, 'Anu <i>paints</i> pictures.'	John said that Anu <i>paints/painted</i> pictures.
John said, 'Anu <i>is painting</i> .'	John said that Anu <i>was painting</i> .
John said, 'Anu <i>painted</i> a picture.'	
John said, 'Anu <i>has painted</i> a picture.'	John said that Anu <i>had painted</i> a picture.
John said, 'Anu <i>had painted</i> a picture.'	
John said, 'Anu <i>will paint</i> a picture.'	John said that Anu <i>would paint</i> a picture.
John said, 'Anu <i>is going to paint</i> a picture.'	John said that Anu <i>was going to paint</i> a picture.
John said, 'Anu <i>can paint</i> a picture.'	John said that Anu <i>could paint</i> a picture.
John said, 'Anu <i>may paint</i> a picture.'	John said that Anu <i>might paint</i> a picture.

Here are some common rules about verb shifts.

present tense → past tense

past tense → perfect tense

Past perfect tense does not change.

Will, *can* and *may* change to *would*, *could* and *might* respectively.

We do not change the tense while reporting general truths and habits.



The earth rotates on its axis.



Our teacher said that the earth rotates on its axis.



Anu jogs every day.



George said that Anu jogs every day.



1. Match the following.

- a. 'Anu *will play* chess,' said Zak.
- b. 'Anu *is playing* chess,' Zak said.
- c. 'Anu *played* chess,' Zak said.
- d. 'John *has played* chess earlier,' Zak said.
- e. 'John *plays* chess every evening,' Zak said.

Zak said that Anu *had played* chess.
 Zak said that John *plays* chess every evening.
 Zak said that John *had played* chess earlier.
 Zak said that Anu *would play* chess.
 Zak said that Anu *was playing* chess.

While changing a sentence from direct speech to reported speech, we may also need to change pronouns and adjectives that show belonging.

Read the table given below. Notice the changes in the italicized words.

Direct speech	Reported speech
'I am playing with <i>my</i> brother's bat,' said Tom.	Tom said that <i>he</i> was playing with <i>his</i> brother's bat.
'We are going to <i>our</i> grandmother's house,' said John.	John said that <i>they</i> were going to <i>their</i> grandmother's house .
'Ms Ang gave <i>us</i> her book,' said Tia.	Tia said that Ms Ang gave <i>them</i> her book.
'The books are <i>mine</i> ,' said my sister.	My sister said that the books were <i>hers</i> .

2. Fill in the blanks to complete the sentences in reported speech.

a. 'I am going to the market,' said my grandmother.	My grandmother said that _____ was going to the market.
b. 'We watered the plants,' said Rima.	Rima said that _____ had watered the plants.
c. 'My grandfather planted many trees,' said Suja.	Suja said that _____ grandfather had planted many trees.
d. 'Jai has lent me his book,' said Zoya	Zoya said that Jai had lent _____ his book.

Here are a few more changes we make when we use reported speech.

Direct speech	Reported speech
now	then
today	that day
yesterday	the day before
tomorrow	the next/following day
last week	the week before
next year	the following year
tonight	that night
here	there
this	that
these	those

3. Rewrite these sentences using reported speech.

- 'The sun rises in the east,' said our teacher.
Our teacher said that _____.
- 'We went to the park yesterday,' said the children.
The children said that _____.
- 'I am reading the newspaper now,' said the old man.
The old man said that _____.
- 'These books are interesting,' said our librarian.
Our librarian said that _____.
- 'My grandfather will tell me a story,' said Meena.
Meena said that _____.



SPELLING

Commonly misspelt words

There are some words that are often misspelt by many people.

Examples: achieve (not acheive) vacuum (not vaccum or vacume)

Complete the words by filling in the blank with a letter from the box given below.

c c e t a s c m s u

1. ai _ le
2. occur _ nce
3. cons _ ience
4. notic _ able
5. travelog _ e
6. super _ ede
7. accom _ odation
8. commit _ ee
9. pos _ ession
10. floures _ ent

WRITE WELL



Comic strip

Draw a four-box comic strip to show four things you do at home or at school. Fill in narration, dialogue, thoughts and sounds for each of the four parts.

A comic strip has four main features.

A narration box:

Rani is in the classroom.

A sound bubble:

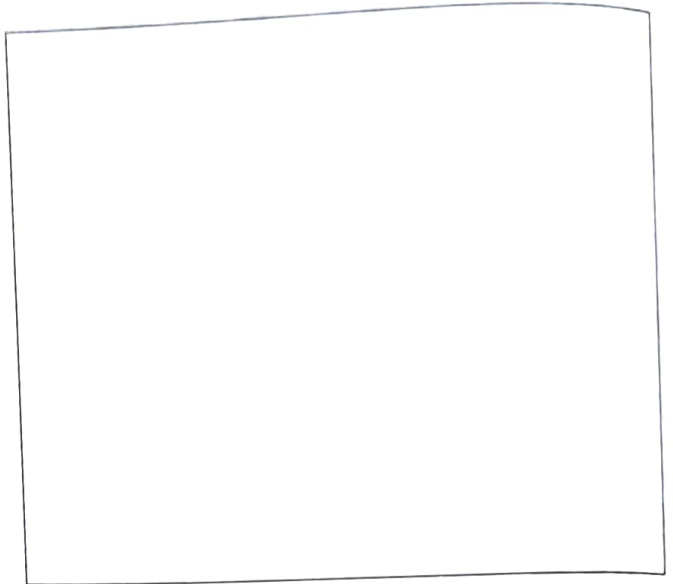
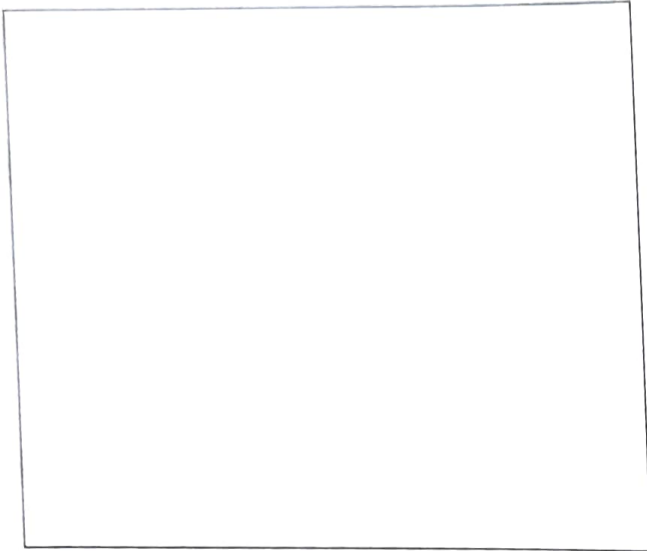
Trrriing!

A speech bubble:

I am doing sums.

A thought bubble:

It is a hot day! I wish
I was swimming
instead of doing sums.



LISTEN AND SPEAK WELL



1. Gandhi said that he never told a lie. Here is a game in which we listen for 'lies' or changes. You will hear two versions of a story. Listen carefully and note down the differences between each one.
2. Divide your class into four or five teams. Each team must choose a passage or a short story and one student from each team must read the passage or story aloud. Then, each team must make five to six 'lies' or changes in their passage and read it aloud again. Each team must then correctly point out the changes that the other team made.

Facts/truth	Changes/lies



Project

1

COMMEMORATIVE STAMPS



Learning goals

- Design and create a commemorative postage stamp and compose a short write-up on it
- Build a class exhibit of the designed stamps
- Research, observe, create and collaborate

Step one: Bring samples of stamps to class and observe the essential parts on each stamp.

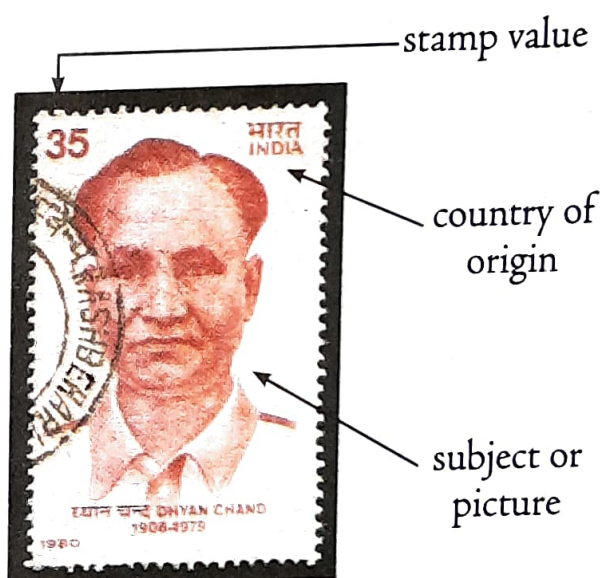
Step two: Use the library or the internet to find the answers to these questions and then share the information in class.

Why do we use stamps? Which is the world's first postage stamp? What is a commemorative stamp?

Step three: Create a postage stamp commemorating¹ one of the following: an event (such as the Olympics, the anniversary of an invention like the invention of flying machines), a place (such as the place you live in), a cause (such as the importance of Art or treating animals with kindness), a person or character (such as Gandhi, Peter Pan or The Big Friendly Giant), a bird or a land or water creature (such as an owlet, a red panda or a river dolphin). You may consult your teacher if you want to base your stamp design on any other ideas. You may also choose a country other than your own.

Step four: Create your stamp. Make sure it has all the essential parts and the necessary information. Create the stamp in a larger size like an A4 size paper. Take turns in sharing information about your stamp with the class.

Step five: Create a wall display of the stamps. Include a chart displaying the information you gathered about the invention of stamps and what commemorative stamps are. Invite other students, teachers and guests to view your wall.



¹commemorating: marking or honouring



Project

2

FEATHERED FRIENDS



Learning goals

- Build a bird feeder and present a bird-themed assembly
- Observe and document the birds and their habits
- Develop a respect for animal life and conservation

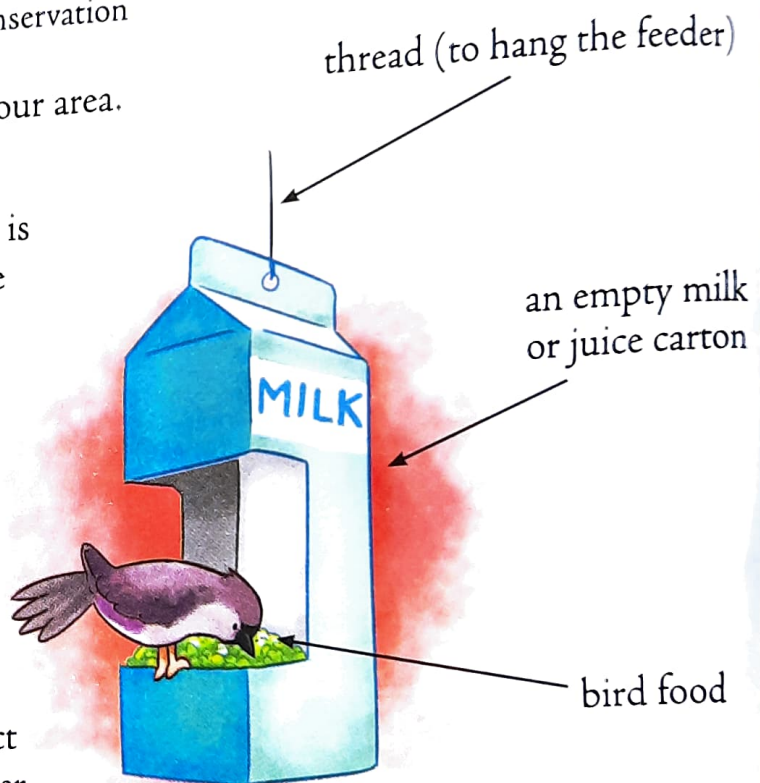
Step one: Observe which birds frequent your area. Find out what the birds eat.

Step two: Decide what type of bird feeder is best suited for the birds. You can make one like the design shown in the picture or look for more designs. There are many to choose from. Recycle material to make the feeder—you can use a used plastic bottle, tin can or carton. Ask an adult to help you with cutting or using sharp tools.

Step three: After you have built your feeder, place it where you think it will attract the most birds. Replenish with grain or other bird food as required.

Step four: Observe and keep a record of the birds that frequent the feeder (you can use a bar graph, a tally chart or any other form of recording that you like). Do the birds come at a particular time? Do more birds come there than before? What do you observe and learn about them? You can take photographs or sketch the birds too.

Step five: Collaborate and compile your findings. Present them at an assembly. Add interesting bird facts, news about birds and a bird themed song or poem.



Telling A Tale



Characters

Characters **think, feel** and **act** in a story.

Main characters are the central or important characters.

Ashraf, Wendy, Black Beauty

Supporting characters are the less important

characters.

Ada, Mrs Darling, the colts



Plot Roller Coaster

Climax (most exciting/tense part):
David surprised Miss Trotwood.

Events in a story move up and down like a roller coaster.

Events lead up to the problem

(**tension increases**):

The Murdstones ill-treated David.

David left to look for his aunt.

Characters work to solve the

problem (**tension decreases**):

Miss Trotwood became David's guardian.



Theme

The main idea, message or moral of a story is its theme.
Owls in the Family: treating all creatures with care
Christmas Morning: kindness and generosity

Background (characters and

settings are introduced):

David's mother passed away.

Setting

Place

The Hummel House—a cold, bare room

Time

Christmas morning

Weather condition

very cold

Atmosphere or feeling

at the Hummel House:
at first: gloomy
then: cheerful



Resolution (things get sorted out):

David was enrolled in school.



For Teachers

Oxford Educate is an exciting digital teaching aid that integrates, in a single resource, an e-book with interactive teaching tools and learning material. This innovative resource includes interactive tools to support teaching and assessment.

The **Test Generator** accompanying Oxford Educate is an innovative, easy-to-use assessment tool. It is designed to aid teachers in creating a variety of test papers and worksheets from an extensive pool of questions for effective evaluation.

- | | |
|------------------------|-------------------------------|
| Animations | Worksheets |
| Audios | Comprehension passages |
| Interactivities | Lesson plans |
| Slide shows | Answer keys |
| Videos | |

What's new in digital?

- Animations for prose
- Complete prose audio
- Short animations for glossed words
- Videos for writing
- Comprehension passages
- Additional worksheets and interactivities
- Slide shows for all grammar topics

ICSE EDITION

NEW Mulberry

ENGLISH COURSE

New Mulberry English Course, an integrated language and literature course with grammar at its core, is based on sound language learning principles, literary content, multicultural themes and inclusive learning. **This new edition is completely aligned to the ICSE curriculum released in November 2016.** The selections and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.

Special Features

- ★ ICSE recommended reading texts and themes **New**
- ★ Life skills integrated into learning **New**
- ★ Integrate section to establish meaningful links across other subjects **New**
- ★ Visual grammar for better understanding and retention, with Grammar at a Glance for a quick revision
- ★ Inclusive learning, catering to all learners and learning styles
- ★ Guided writing with visual support and scaffolding
- ★ LSRW topics and tasks mapped to the ICSE curriculum **New**
- ★ Interdisciplinary projects for holistic learning **New**
- ★ Posters exploring elements of a story **New**

Course package

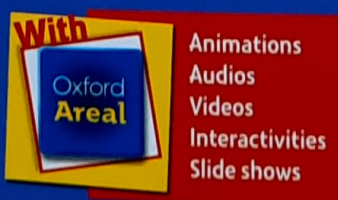
- Primers A & B; Coursebooks 1 to 8
- Workbooks 1 to 8
- Digital: Oxford Educate for teachers, with Test Generator
- Digital: Areal, an app for students
- Teacher's Resource Pack

About the author

Anahita Lee has over twenty-five years of rich and diverse experience in English Language Teaching. She is now an education consultant who designs curricula and conducts training and development programmes for teachers across the country.

OXFORD
UNIVERSITY PRESS

www.india.oup.com



ISBN 0-19-948132-6



9 780199 481323

₹435