

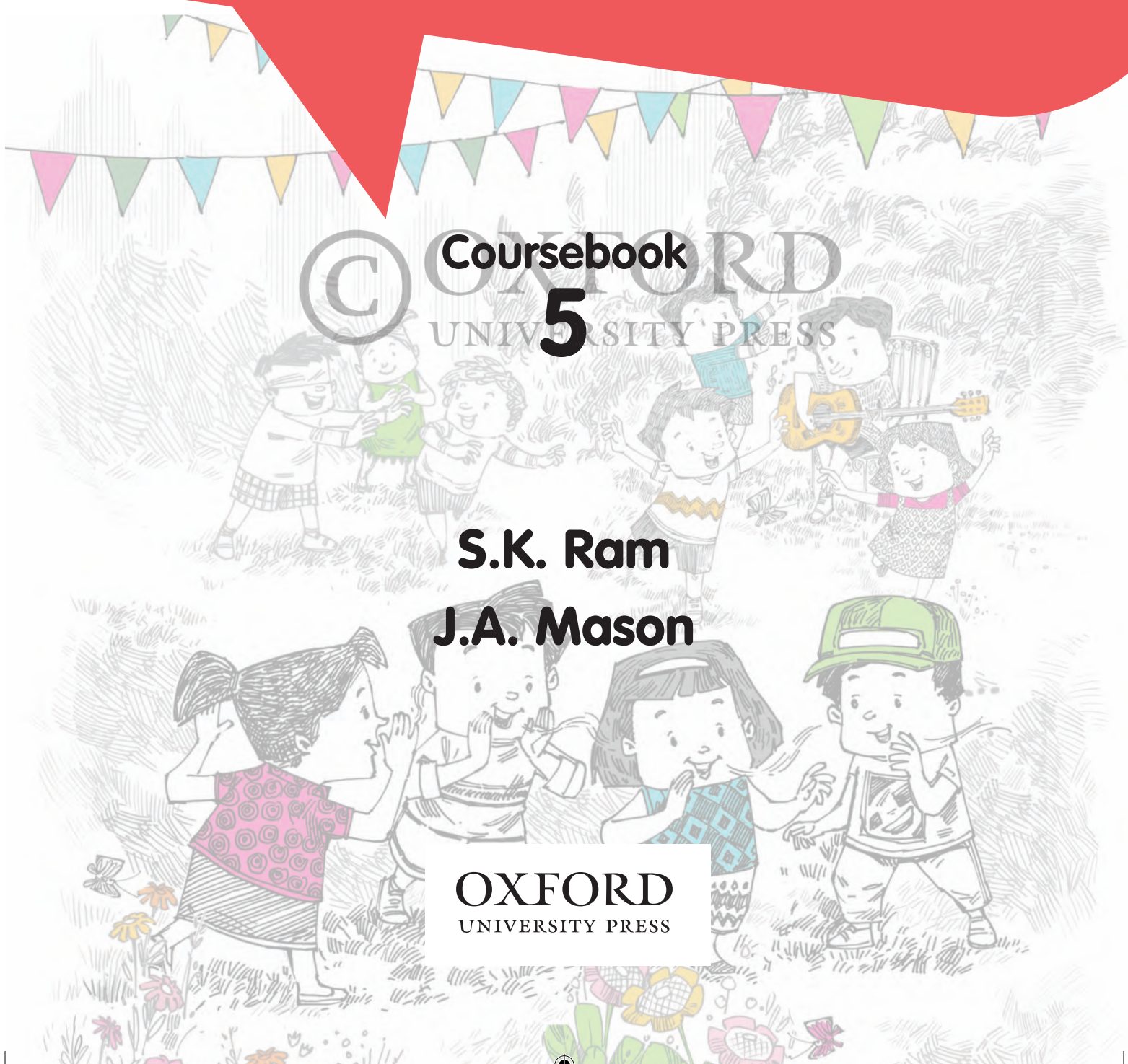
New! Learning to Communicate

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S.K. Ram

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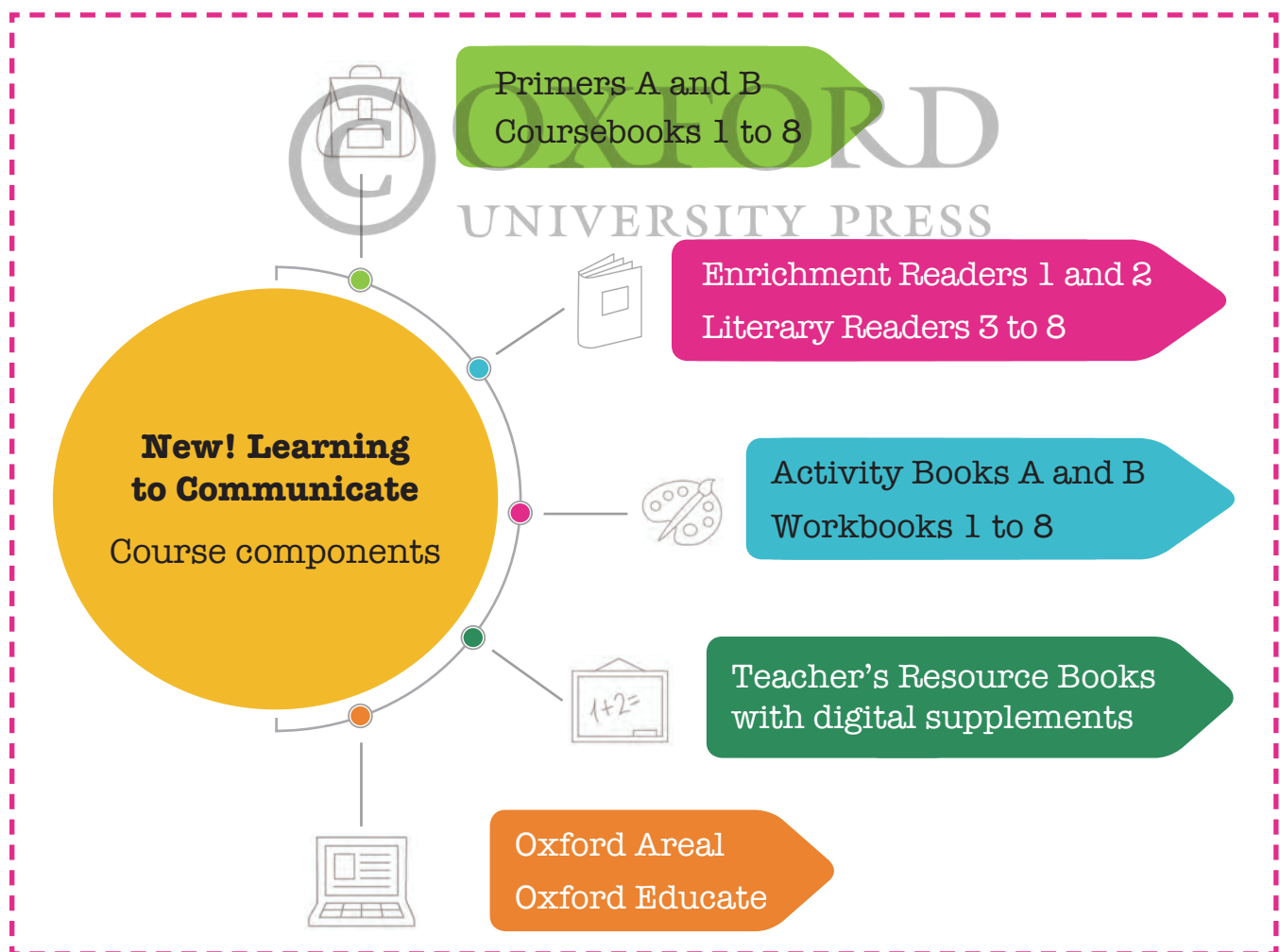
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Introduction

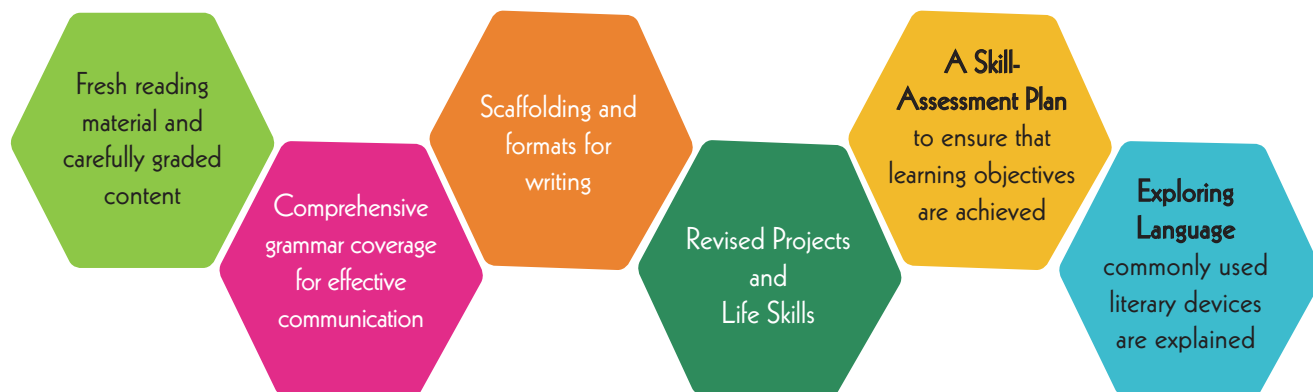
New! Learning to Communicate is one of the most popular multi-skill courses in English in the country. Need-based and learner-centred, it develops essential communication skills and integrates the four language skills of reading, writing, listening and speaking. The diverse content conveys positive attitudes such as humour, personal courage, concern for others and care for the environment.

This new edition has further developed the use of grammar in speech and writing, as well as adopted an innovative approach to the Life Skills section, encouraging young readers to deliberate on matters touching their lives. New prose and poem selections have been introduced in all the Coursebooks and Readers.





Features of this edition



Course content

Exposition: A page for reading is preceded by material that is structured for discussion, to draw on the children's experience of the subject.

Reading material: A wide selection of reading material appeals to the children's interest and acquaints them with different types of writing. The Coursebooks introduce learners to good samples of contemporary English in their selection of stories, articles, plays and poems. Texts have been chosen to suit age competence at each stage. The text of the lesson is followed by seven distinct types of exercises.

Comprehension: Questions following the passage guide the comprehension of students at an explicit and implicit level. Value-based questions have been marked with the **VB** icon.

Listening: Short exercises relating to verbal memory, word sounds, following instructions and recalling information encourage learners to listen critically.

Speaking: A variety of enjoyable exercises gives practice in pronunciation and communicative experiences.

Grammar: Grammar and structure, as needed for effective communication, is practised through exercises and activities to develop confident and correct language habits.

Vocabulary: Exercises in word building, collocation, spelling, synonyms, antonyms, and so on, aim at enriching the child's powers of expression.

Study skills: With emphasis on the use of a dictionary, these exercises encourage self-reliant learning.

Writing: Skills in writing are developed, using a variety of strategies, and relevant themes.



Strategies for using the Coursebook

The introduction (Let's share our ideas/experiences) aims to rouse the learners' curiosity and motivate them to read the text.

Plays, dialogues, conversational pieces and poems should be read aloud; the other reading texts, by and large, should be read silently.

The reading text should be divided into manageable units and a detailed study of each unit should be done with an intelligent interplay of questions and answers.

After the reading text has been studied, it should either be summarized or dramatized.

Questions on reading comprehension, grammar and word power should first be done orally; a few of them, depending on the needs of the students and the thematic and linguistic density of the passage, should be written out.

Speaking and listening activities may be done in pairs or groups—one student should be made the leader of each group and (s)he should record the answers/the main points of the discussion and then report it to the class.

Sufficient time and proper attention should be given in conducting the speaking and listening activities as they are linguistic as well as personality-building exercises.

Teacher's resources

The Teacher's Resource Pack comprises a Teacher's Resource Book with digital supplements, and Oxford Educate with Test Generator.

The Teacher's Resource Book provides teachers with pedagogic notes, handy lesson plans, listening scripts, worksheets and answer keys.

The digital supplements include the audio for listening exercises and poems.

Digital support



Features of Oxford Educate:

- **Animations** of poems and selected prose
- **Audio** for prose, poems, glossary, listening exercises and pronunciation
- **Interactive** grammar and vocabulary exercises
- **Lesson plans** (printable)
- **Answer keys** (printable)
- **Slide shows** explaining grammar topics
- **Worksheets** for extra practice
- **Reference videos** and **sheets** containing additional information

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 effective evaluation.



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 of poems and selected prose
- Audio for poems and prose
- Interactive exercises
- Videos explaining grammar topics

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Detailed Contents

Lesson	Reading		Communication skills		Speech practice	Grammar	Vocabulary	Study skills	Writing	Enjoyment and appreciation
	Factual	Inferential	Listening	Speaking						
1. Life's Lighter Moments	<ul style="list-style-type: none"> Factual Inferential 		Identifying announcements	Pair work: asking and answering		Present tense: habitual actions <ul style="list-style-type: none"> Can and cannot (ability) Degrees of comparison 	<ul style="list-style-type: none"> Adjective–noun association Words used as nouns and verbs Prefix <i>dis-</i> 	<ul style="list-style-type: none"> Dictionary: same word as noun and verb Punctuation: capital letters 	Description	
2. Too Many Books	<ul style="list-style-type: none"> Factual Inferential 		Questions on a passage	Dialogue completion			<ul style="list-style-type: none"> Crossword puzzle Word meanings Homophones Words used as nouns and verbs Antonyms 	Punctuation: apostrophe	Picture-based composition	
Poem: Elephant Ride										Poem appreciation
Life Skills—1: Tardy Tarun										
3. Plants That Eat, and Other Wonders	<ul style="list-style-type: none"> Factual Inferential 		Words with s sound	Framing questions and answers	Phonic practice: ea and æ	Simple past (Revision)	<ul style="list-style-type: none"> Synonyms Phrasal verbs 	<ul style="list-style-type: none"> Spelling: -ee-, -ea- Dictionary: phrasal verbs 	Paragraph	Poem appreciation
Poem: Day by Day I Float My Paper Boats										
4. I Became a Man	<ul style="list-style-type: none"> Factual Inferential 		Repeating the first word of each pair	Role-play		Framing questions using <i>what</i> and <i>where</i>	<ul style="list-style-type: none"> Words ending in <i>-ice</i> and <i>-ic</i> Analogies: nouns Questions using <i>what</i> and <i>where</i> Dialogue completion Collective nouns 		Description	
Project—1: Caring for Others										

5. Grandpa Tickle a Tiger!	<ul style="list-style-type: none"> Factual Inferential 	Questions on a passage	Pair work: asking and answering questions		<ul style="list-style-type: none"> Simple past and past continuous tenses Reported speech 	<ul style="list-style-type: none"> Collective nouns Odd word out Homophones Antonyms 	<ul style="list-style-type: none"> Spelling suffixes <i>-able</i> and <i>-ible</i> Punctuation: full stop and question mark 	Description	Poem appreciation
Poem: Rain in Summer									
6. Delicious Buns	<ul style="list-style-type: none"> Factual Inferential 	Homophones	Pair work: discussion on a news article		To + infinitive	<ul style="list-style-type: none"> Word association Synonyms 	<ul style="list-style-type: none"> Silent letters Spelling: suffixes <i>-ible</i> and <i>-able</i> 	Narrative	
Project—2: All about Books									
7. The Fisherman and the Goldfish	<ul style="list-style-type: none"> Factual Inferential 	Questions on a passage	Pair work: discussing a weather chart		<ul style="list-style-type: none"> Framing questions using <i>how</i> Past continuous tense 	<ul style="list-style-type: none"> Nouns formed from verbs Homophones Riddles 		Story	Poem appreciation
Poem: The Boy in a Blue Pullover									
8. Night Flight	<ul style="list-style-type: none"> Factual Inferential 	Answering the question: What does Ravi like?	Discussing a news article		To + infinitive	<ul style="list-style-type: none"> Analogy Word association Functions of objects 	<ul style="list-style-type: none"> Dictionary: homonyms 	Description	
9. A Dog from Nowhere	<ul style="list-style-type: none"> Factual Inferential 	Questions on a passage	Pair work: giving advice		<ul style="list-style-type: none"> Present perfect continuous: <i>for</i> and <i>since</i> Revision of tenses 	<ul style="list-style-type: none"> Verb-noun association Phrasal Verbs 	<ul style="list-style-type: none"> Punctuation: full stop and question mark 	Paragraph	Poem appreciation
Poem: Coromandel Fishers									
Life Skills—2: Wasteful William									
10. Bow Before a Hat	<ul style="list-style-type: none"> Factual Inferential 	Questions on a passage	Making an apology		Quantifiers	<ul style="list-style-type: none"> Prefixes <i>un-</i> and <i>in-</i> Words with <i>ei</i> or <i>ie</i> 	<ul style="list-style-type: none"> Dictionary work: finding meanings Spelling <i>-re</i> or <i>er-</i> 	Informal letter	



Acknowledgements

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‘I Became a Man’

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1

Life's Lighter Moments

Let's share our ideas

Proverbs are well-known phrases or sentences that give advice or say something that is generally considered to be true.

They usually have a deeper meaning than what appears to us at first.

Match these proverbs with their meanings.

Proverbs	Meanings
Empty vessels make much noise.	Live within your means.
Birds of a feather flock together.	In trying to get yourself out of trouble, you often get into worse trouble.
Cut your coat according to your cloth.	It is people who have nothing to offer who talk the most.
Every cloud has a silver lining.	Even when things seem gloomy, there is always hope.
Out of the frying pan into the fire.	People mix with those who have tastes similar to their own.



Here are two amusing incidents which may remind you of a few proverbs you have heard.

All's Well That Ends Well

Every Saturday Dalip and Mala get ten rupees each as pocket money. Mala puts her money into her piggy bank and loves rattling it. Dalip spends his pocket money the moment he gets it.

Last week their mother gave them two shiny five-rupee coins each. Mala's coins went into her piggy bank. Dalip refused to put his coins into his empty piggy bank. Jumping with joy, he said, 'I'll buy a big bar of chocolate.'

On his way to the sweet shop the two five-rupee coins fell out of his hands, rolled along the pavement, and disappeared down a small hole in the road. Kneeling, Dalip put his arm down the hole but could not find his money anywhere.



What's more, he could not get his arm out! A number of people gathered round him. A lady rubbed his arm with butter and soap, but his arm was firmly stuck. Someone sent for the fire brigade. Two firemen freed Dalip's arm using a special kind of grease.

Dalip was not too upset by this experience. Why should he be? The lady who owned the sweet shop gave him a large box of chocolates!

Let's read and find facts

1. How much pocket money did Dalip and Mala get?
2. What did Mala do with her pocket money?
3. Where did Dalip's money fall? What did he do?
4. How did the lady try to help Dalip?
5. Who helped Dalip to pull his arm out of the hole?
How did they do so?




Let's read between the lines

1. Why did Mala feel happy rattling her piggy bank?
2. Dalip's arm got stuck in a narrow hole. Do you think he was
 - a. nervous?
 - b. afraid?
 - c. worried?Give reasons for your answer.
3. Who gave Dalip a box of chocolates?
Did she do so because
 - a. she felt sorry for Dalip?
 - b. Dalip loved chocolates?
 - c. she liked children?



Flying Cakes Are Dangerous

 This happened in Sydney. During rush hour two cars collided. Both drivers began to argue. The woman in the car immediately behind the two cars happened to be a learner. She panicked and stopped her car suddenly. This made the driver following her brake hard. His wife was sitting beside him holding a large cake. She was thrown forward and the cake went right out through the window. It landed on the road. A lorry driver was drawing up alongside the car. Seeing a cake flying through the air he pulled up all of a sudden. There were empty bottles of soft drinks in the lorry and hundreds of them slid off the back of the vehicle and on to the road.

This led to another argument, this time, between the woman and the lorry driver. Meanwhile, the traffic piled up behind them. It took the police nearly an hour to get the traffic on the move again.



In the meantime, the lorry driver had to sweep up hundreds of broken bottles. Only two stray dogs benefitted from all this confusion. They happily devoured¹ what was left of the cake!

¹**devoured**: ate something quickly because they were very hungry

Let's read and find facts

1. What happened during the rush hour? What did the woman driving the car do?
2. Who else applied the brakes all at once? Who was sitting next to the driver? What was she holding? What happened to it?
3. Who was drawing up alongside the car? Why did he pull up all of a sudden? What was in the lorry?
4. What did the lorry driver have to do?

Let's read between the lines

1. What did the drivers of the first two cars do? Do you think they accused each other of
 - a. being in the wrong?
 - b. denting their cars?
 - c. being careless?
2. Had the lady bought a cake or had she baked it?
Where do you think she was taking it?
3. There was an argument between the woman and the lorry driver.
Who do you think was in the right?
4. Do you think the lorry driver was a law-abiding citizen?
If so, give a reason.
5. Find out in your atlas where Sydney is.
6. Consult the dictionary and find out the meaning of 'rush hour'.

VB



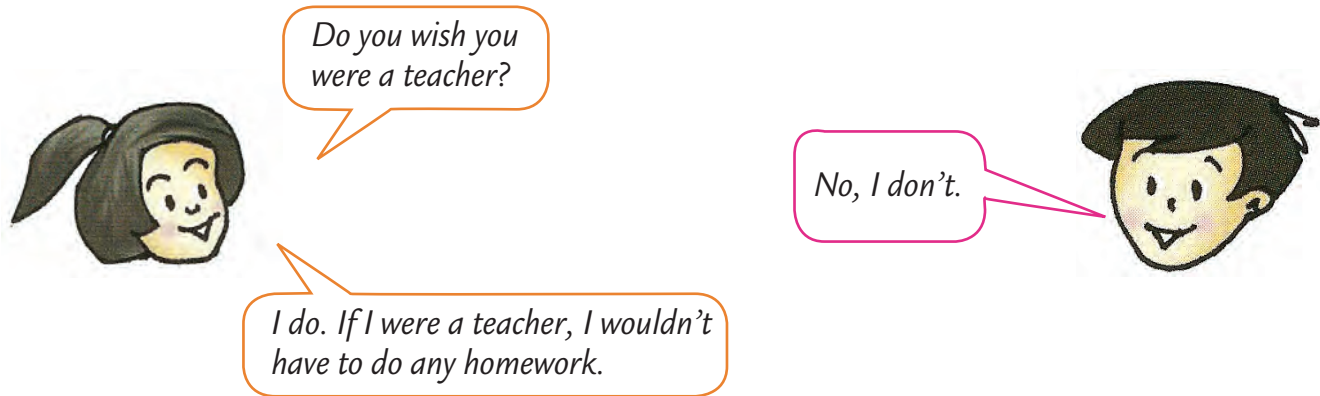
VB

VB

Let's talk

Pair work

Ask and answer questions as given in the example. Use the clues following the example.



Do you

1. want to read storybooks instead of doing sums?
2. always get up in the morning feeling cheerful?
3. ever buy sweets for your friends?

Let's listen



Listen to a few announcements. Then identify where the announcements were made.

Let's use grammar

Present tense of habit (revision)

Read these sentences.

Every Saturday Dalip and Mala **get** ten rupees each as pocket money.

Mala **puts** her money into her piggy bank and **loves** rattling it.

Dalip **spends** his pocket money the moment he **gets** it.

The words in green describe habitual actions. This means that Mala is in the habit of putting her money into her piggy bank, and so on.

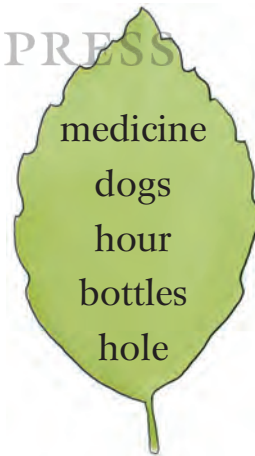
Fill in the blanks using the verbs given in the box. You may have to use one word twice.

drink fill go squirt love eat empty

Elephants grass, leaves, wild fruits and bamboo shoots. They a lot of water. They their trunks with water and the contents into their mouths. They to a river or a lake at least twice a day. They having a bath. They their trunks with water and it over their bodies.

Let's enrich our word-store

A. Match the words given in the first leaf with the suitable ones in the second leaf.



Now use these pairs of words in the blanks below.

1. The rats disappeared through a
2. During we should drive slowly.
3. Don't throw away the Give them to the junk dealer.



4. The thief was running along the road. Two chased him and caught hold of his leg.
5. This is a for sore throat. Take it and you will be all right.

B. Read these sentences. 

1. Lala pays five rupees for these peas, sells them for eight rupees, and **pockets** the difference.
2. The children put the sweets in their **pockets**.



In the first sentence, **pockets** is used as a **verb** (a doing word).

In the second sentence, it is used as a **noun** (a naming word).

Now use the correct forms of the given words as nouns and verbs in the sentences that follow.



1. a. Teacher: Put your up if you know the answer.
b. Headmaster: in your examination papers now.
2. a. We'll have a good harvest as the here is fertile.
b. There is a thick fog. The plane will after two hours.
3. a. Mr Singh a taxi.
b. Anil took Mina out for a in his new car.
4. a. My friend has taken a week's and gone to Goa.
b. I won't you alone in this dark room.

C. Make new words by adding **dis- to the given words.**

- | | |
|----------------|----------------|
|advantage |like |
|agree |contented |



D. Now use the correct forms of the words in the previous exercise in the blanks below.

1. In the race, Meenakshi is at a because she is not well.
2. I think Mumbai is a fine city but my brother
3. Mary likes dogs but she cats.
4. Rani has everything in the world but she is still

Let's use the dictionary

Use each of these words in two sentences—first as a verb and then as a noun.

stop store shot fly

Let's punctuate

Rewrite these sentences using capital letters where necessary.

1. in january raju will go to china.
2. kerala is often called god's own country.

Let's write

Imagine you are late for school and your bus is caught in a traffic jam. Describe what caused the traffic jam and how people behaved.

.....
.....
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2

Too Many Books

Let's share our ideas

- Do you have a hobby?
- How did you develop your hobby?
- Do you know other people who have the same hobby?



Some terms that are associated with a few hobbies are given in the box. Try to fill in the blanks with the correct answer. Refer to the hints given.

bibliophile deltiologist numismatist philatelist

(Hints: **Bible** in Italian means the books.

Deltos in Greek means a writing tablet.

Nomisma is the Greek word for money.


Philos in Greek means love.

Ateleia in Greek means exemption from taxes.)



1. A person who loves books is called a
2. A person who collects postcards is called a
3. A person who collects stamps is called a
4. A person who collects coins or medals is called a

Some people love buying old books. Most old books are leather-bound with gold lettering, and look beautiful. Does this hobby mean just spending money? Can old books make us rich? Let us read this story and find out for ourselves.

 Mr and Mrs Johnson were very happy. They lived in a little house near the town. They did not have much money, but they were not poor. They loved each other very much.

There was only one thing about which they did not agree. Mr Johnson liked to buy old books. Whenever he passed a shop which sold old books, he went in and bought some. He came home with one or two books nearly every day.

There were bookshelves on the walls of all the rooms in their little house. Now the shelves were full. There were books on the floor and on the tables and on the chairs.

For a long time, Mrs Johnson said nothing. She loved her husband, and she knew he liked to buy these old books. But one day she was tired of dusting them, so she said, 'Why don't you sell some of these books? You will never read them all.'

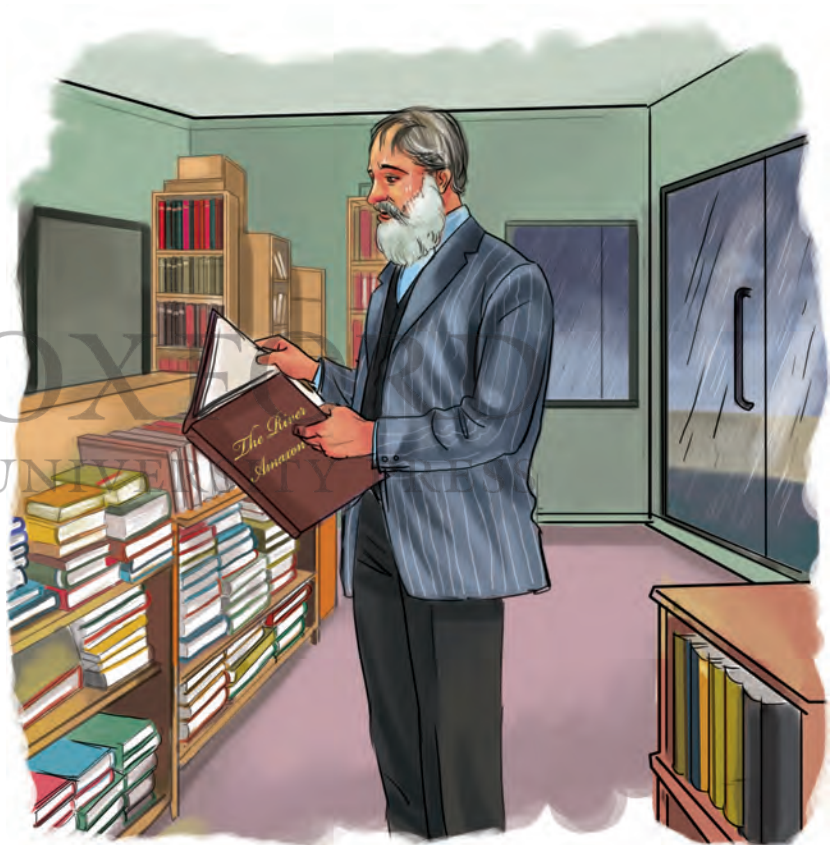


‘No, I don’t want to sell them,’ her husband said. ‘I like to see them on the shelves. The books look beautiful when the firelight shines on the old leather.’

Mrs Johnson did not say any more. But every day there were more and more books, until one day she became very angry.

‘Don’t bring another book into this house,’ she cried, ‘or I shall go away and leave you!’

Mr Johnson was very sorry about this, so for three or four days he walked quickly past every shop selling old books and did not look inside. Then one day he was walking down High Street, past the best bookshop in town, when it started to rain. He hadn’t an umbrella, so he went into the shop to get out of the rain and there on the counter was a thin, brown leather book with gold letters on the cover. It was just the kind of book he liked best. He picked it up and read the name, *The River Amazon*.



‘How much?’ he asked the shopkeeper.

‘Five shillings¹.’

¹shillings: British coins in use until 1971



So Mr Johnson bought it, and as soon as the rain stopped, he hurried home forgetting about his wife's threat.

When Mrs Johnson saw another book coming into the house she was very angry.

'I told you I won't have another book in the house,' she said. She took the leather book from his hand and threw it out of the window. Mr Johnson looked out into the garden and saw his beautiful book lying on the wet grass.

'Dorothy!' he exclaimed, and walked out of the house.

He came back an hour later.

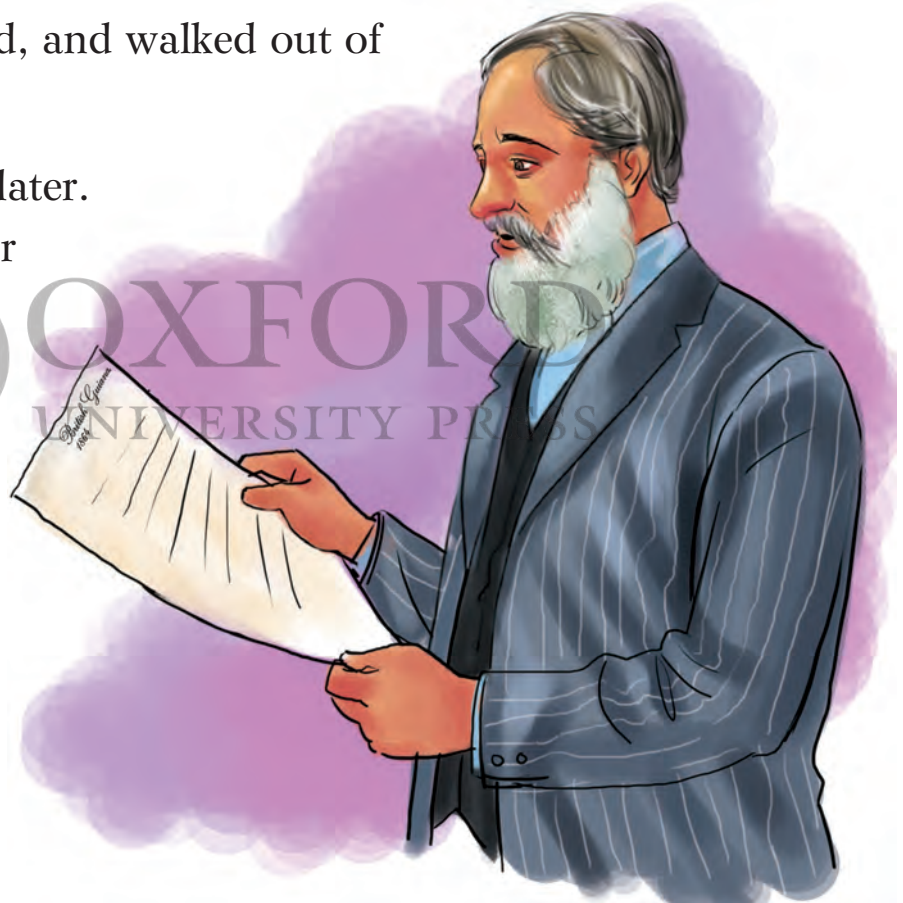
His wife was waiting for him with the book in her hand.

'Robert, I'm so sorry,' she said. 'Look, I've mended your book.'

Mr Johnson went into the sitting room. He saw a letter lying on the table.

'What's this?' he asked.

'Oh, only an old letter. I found it in the book I mended. It's from some place I don't know. I expect someone sent it with the book when it was new. I read it while I waited for you to come back,' replied his wife.



Mr Johnson picked up the letter and sat down to read it. He read the address, 'British Guiana, 1864,' and then stopped. For a moment he sat quite still.

Then suddenly he jumped up.

'Was the letter in an envelope?' he cried.

'Yes. Why?' said his wife.

'Quick! Where is the envelope?' he asked.

'I don't know. I think I threw it in the dustbin. What's the matter?'



But Mr Johnson did not wait. He ran out of the house and into the garden to the dustbin. He began to turn over the papers and rubbish. At last he shouted, 'I've got it,' and ran back into the house, waving an old yellow envelope in his hand.

'Whatever is the matter?' his wife asked again.

'The stamp! The stamp!' he shouted. 'It's a one-cent

British Guiana, 1864. There's only one other in the world. Last year an Australian bought it for twelve thousand pounds. And now we've got one.'

He looked at the red stamp on the envelope. Then he took down a big stamp catalogue² from his bookshelves and turned the pages.

‘Here it is,’ he said, and showed his wife the picture. ‘British Guiana, one cent, 1864. Sold for twelve thousand pounds.’ It was the same stamp.

‘And shall we get twelve thousand pounds for this one?’ Mrs Johnson asked.

²catalogue: a complete list of items

‘I hope so.’

‘Oh, Robert,’ said Mrs Johnson, ‘all this money in an old book. I’ll never be angry with you for buying books again.’

Mr Johnson sold the stamp for ten thousand pounds, and with the money, they bought a much bigger house in the country.

There are bookshelves on the walls of most of the rooms. Mr Johnson brings home more books almost every day. All the shelves are nearly full but Mrs Johnson never complains. However, she has one nice, big sitting room where there are no books at all.

Let's read and find facts

1. What did Mrs Johnson not like about her husband? Why did she not like this habit of her husband?
2. a. Why did Mr Johnson not buy any books for three or four days?
b. Why did Mr Johnson walk into the best bookshop in town?
c. What was the name of the book he bought? Describe the book.
3. ‘Look, I’ve mended your book.’ Who said this? How did it get torn?
4. Where and when was the letter written? What was Mr Johnson very keen on finding? Where did he find it?

5. How much did Mr Johnson sell the stamp for? How did the couple use the money?

Let's read between the lines

1. Did Mr Johnson read all the books he bought? Why did he keep buying them?
2. Why did Mrs Johnson tell her husband, 'I'll never be angry with you for buying books again'?
3. In which room of their new house were there no books? Why?
4. Why do you think Mr Johnson got ten thousand pounds for a one-cent stamp?



Let's talk

Complete this piece of conversation.

TEACHER Why didn't you come to school yesterday?

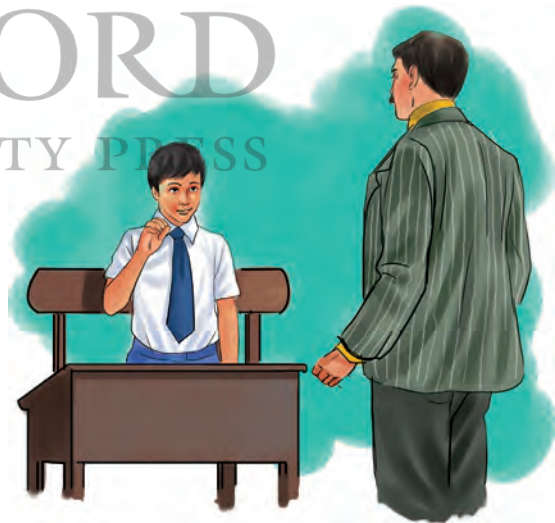
YOU I'm sorry. got up very late.

TEACHER Didn't alarm clock?

YOU Since the day before yesterday was Diwali, went to bed late forgot to
.....

TEACHER missed a whole day's work. You should make up for it.

YOU will do



Let's listen



Listen to the passage and answer the questions.

Let's learn grammar

Can and cannot

Read these sentences.

1. Sachin **can** walk seven kilometres without getting tired.
2. The sadhu **can** live on fruits alone.

Can in these sentences means **be able to**, that is, Sachin is able to walk seven kilometres without getting tired.



A. Ask questions beginning with **can** as in the example.

Example: No, my friend cannot draw a crocodile.

Can your friend draw a crocodile?

1. No, my friend cannot climb steep rocks.
2. No, my cousin cannot swim in the sea.
3. No, my friend cannot ride a horse.
4. No, I cannot use a computer.
5. No, my brother cannot cook Chinese food.



B. Use **cannot** or **be able to**, whichever is correct, in the blanks below.

1. The guavas are not ripe. We eat them today.
We will eat them after two days.
2. Ravi is only five years old. He read a long story.
But in a few years he will read long stories.
3. It is raining. I post this letter today. I'll
..... post it tomorrow.
4. Mrs Lal has only ten rupees. She buy fruits for
her family today. Tomorrow she will get her pay. Then she will
..... buy lots of nice things for them.



Let's use grammar

A. Fill in the blanks with the words given in the box. 

fewer bigger taller longer thicker

1. Our classroom this year is than the one we had last year.
2. The gulmohar tree is much than the lime tree.
3. A measuring tape is than a ruler.
4. The dictionary is much than the English coursebook.
5. There are books on the shelves of the library this week than there were two weeks ago.



B. Select suitable words from the box and complete the given sentences.

oldest longest biggest highest heaviest

1. Mt Everest is the mountain in the world above sea level.
2. The delta formed by the Ganga and the Brahmaputra is the delta in the world.
3. Nile is one of the rivers in the world.
4. The fruit in India is the jackfruit.
5. The Pyramids are among the monuments in the world.

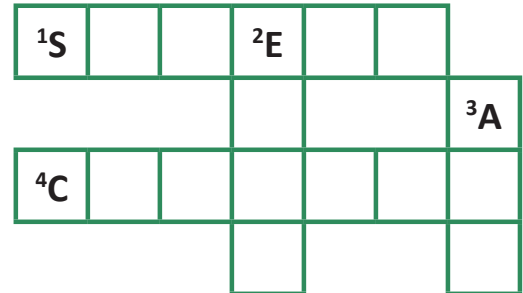


Let's enrich our word-store

A. Solve the following crossword puzzle.

Across

- Mr Sharma could see Rattan's face on the TV
- is a very popular game.



Down

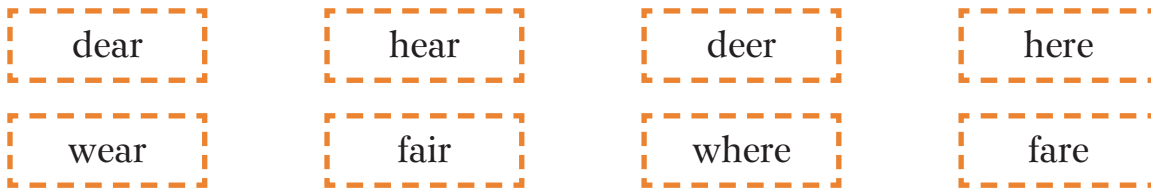
- of us has a bat and a ball.
- We a lot of ice cream at the party last evening.

B. Match these words with their definitions.

import booing export portable

- something which can be moved from one place to another
- send things to other countries
- buy and get things from other countries
- making catcalls, making fun of

C. Match words which are pronounced in the same way.



D. The words given below are used both as naming words (nouns) and doing words (verbs).

study pump name picture

Fill in the blanks in these sentences, using the correct forms of the words given on the previous page.

1. a. The heart blood.
b. The farmer is happy now. He has a big water
in his fields.
2. a. Mr Narayan is working on his book. He is in his
b. You must for an hour every evening.
3. a. This is of a very cute,
plump baby.
b. I can you dancing on
the stage.
4. a. The detective's is Bond.
b. a few flowers.



E. Match the words of opposite meaning.

interesting	a little
same	light
heavy	less
a lot	boring
more	different

Let's punctuate

Insert the apostrophe, where required, in these sentences:

1. The boy pulled a thorn out of the dogs paw.
2. Hema sometimes wears her mothers shawl.
3. The two apes were pulling the monkeys tail.
4. The children admired the soldiers smart uniform.
5. Ivory is obtained from the elephants tusks.



Let's write

Look at these pictures and write a story. Give a title to the story.

Raju is taking his dog out for a walk ... naughty boy throws stone ...
dog ... angry ... chases boy. 'Never throw stones at animals.'
'I'm sorry. I shouldn't have done that.'



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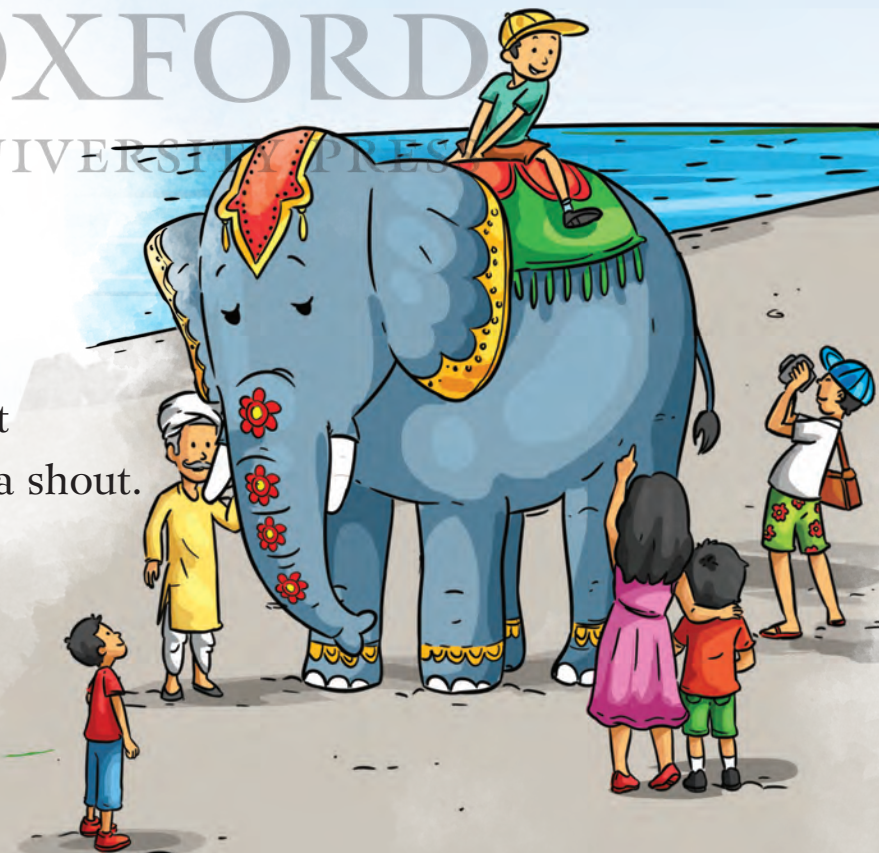
Elephant Ride

 On the highway we stopped for tea
At a rest house by the sea.
Grassy lawns and shady trees
Red-tiled huts and scented breeze.

‘This is heaven,’ we all cried,
Straightening up from our long ride.
Then we saw, on a hot, hard road
A young, bewildered elephant stood.

With sad eyes and hurting feet
It rocked slowly in the heat.
Readed for some tourist fun
It stood drooping in the sun.

Now, a noisy bus came in
Hooting, tooting, what a din!
The passengers all tumbled out
And ran to the elephant, with a shout.



Clutching their tickets they clambered on
Rumbled, tumbled, hammered on.

‘Let’s get moving,’ someone roared,
‘Hurry now, I’m getting bored!’

The elephant started on its way
With every step it seemed to say,
‘You’re having fun, it’s good to see
But can’t somebody think of me?’

John Mason



Let's enjoy the poem a little more

1. Pick out the words used in the poem to describe lawns, trees, huts and the breeze.
2. Why do you think the elephant was ‘bewildered’?
3. Do you think the elephant was enjoying itself? Pick out words from **VB** the poem.
4. Do these children think of the elephant when they take a ride? **VB**
5. Pick out five pairs of rhyming words from the poem.

Life Skills—1

Problem-solving and decision-making

Tardy Tarun

My friend, Tarun, is frequently late for school. And even though he is often scolded, it doesn't seem to make a difference to him. He says he finds it difficult to wake up in the morning.

But we think the problem is deeper than that. Ask him to come to your home at 4:00 p.m., he'll come at 5! Agree to meet at the movie hall at 3:00 p.m., he'll show up breathing heavily at 3:15 p.m. Kick-off for the football match at school is at 10:00 a.m.—it's your guess now, when he'll show up!

In fact, his late coming is a joke at school, and our English teacher calls him Tardy Tarun.

But we've been thinking—this is a serious matter. Tarun needs help.

What do you think we should do?



Let's talk

- Is being punctual important? Why?
- How do you feel when you are kept waiting by somebody?
- How does a person coming late upset one's plans? Give examples.
- Is there a different reason for the person being late every time? Or is it always the same reason?
- Will a person who is always late continue to be invited out by friends?
- Can a group of friends change the habits of a Tardy Tarun? Discuss.

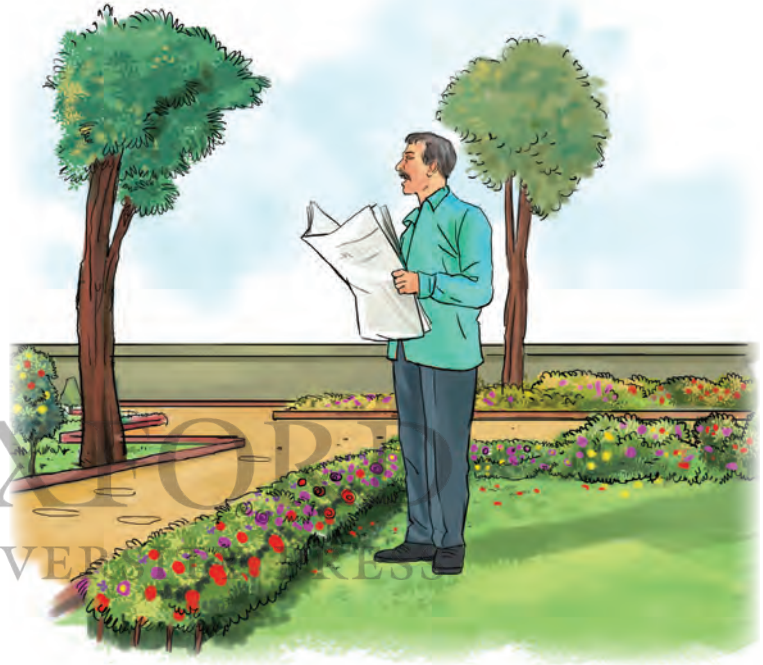
Let's laugh

Read this interesting story.

Mrs Shah loved gardening. She had a beautiful garden. She had to go out for a few days. She requested her husband to look after her plants. She also told him, 'Talk to them occasionally.'

'I'd feel like a fool,' said her husband who was not so fond of gardening. Mrs Shah returned after a week and she found her plants doing well. 'Did you talk to the plants?' she asked her husband.

'No, I didn't,' he replied. 'I read the paper aloud in the morning, and if they wanted to listen, it was up to them.'



Tongue-twisters

Try reading these sentences as fast as you can.

1. The colonel collected countless cucumber cutlets.
2. Seven sergeants sent special sandwiches to the surgeon.
3. How high Her Highness holds her haughty head!

A query

We are told Abe Lincoln studied by the fireplace, Mozart composed by candlelight and Galileo did his inventing by the light of an oil lamp. Didn't any of these guys ever think of working during the day?

3

Plants That Eat, and Other Wonders

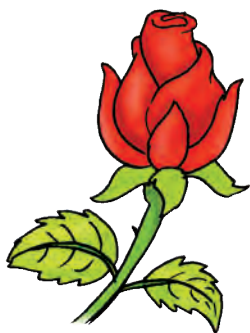
Let's share our experiences

Class quiz on flowers and plants

Form pairs. Each pair will think of a flower or a plant and write a brief description of it. Then read out your description for anyone in the class to identify the flower or plant.

Examples:


- This plant grows in India. It looks like a tree, but actually is a kind of grass. Many useful things are made from it.



- It is one of the most beautiful flowers in the world. It comes in many varieties and colours. The stalks have big thorns and the flowers have a sweet scent.

Enjoy your quiz.

Now we shall take a trip around a botanical garden, and discover some curious and interesting plants.

 Asheesh stood at the gate of the botanical garden. He was excited to be there, waiting for his father's friend, Biren Kaka, who was

a botanist¹ in the garden. Biren Kaka had promised to take him around the garden to show him some curious and interesting plants. Asheesh loved going for nature rambles, as Biren Kaka called them. They would start early in the morning, when the sun was low and shining on the morning dew, and the air was cool and pleasant.

When Biren Kaka arrived, the very first thing they saw was a giant tree, with a fat trunk and a crown of branches.

‘What is this tree?’ asked Asheesh. ‘It has such a funny shape, like a barrel with branches on top.’

‘That is why it is called a bottle tree,’ said Biren Kaka. ‘It has come all the way from Africa and is also known as a baobab.’

‘It must be very old,’ said Asheesh. ‘And it is so huge.’

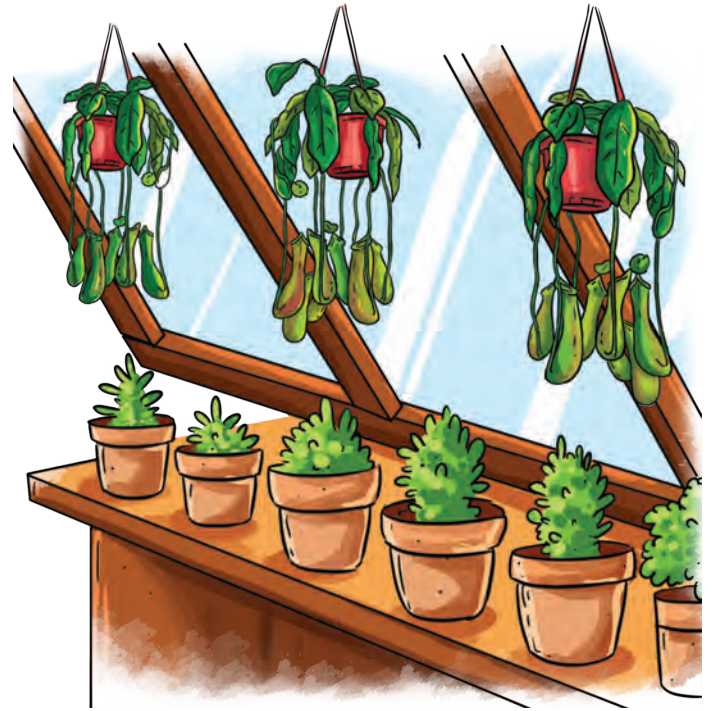
‘It could be 400 years old,’ said Biren Kaka.

¹botanist: a scientist who studies plants



Next they came to the nursery, where plants are kept if they are too small or weak to survive in the open.

‘Look,’ said Biren Kaka. ‘One of the strangest plants you’ll ever see. This big green leaf is shaped like a pitcher or jug, with the top of the leaf covering it like a lid. That is why it is called a pitcher plant.’



‘What is special about it?’ asked Asheesh.

‘Well,’ said Biren Kaka, ‘first of all, it eats insects.’

‘A carnivore²!’ said Asheesh.

²**carnivore**: one that eats meat (But Asheesh means **insectivore**—one that eats insects.)

‘Yes, this plant attracts little insects that fly into the top of the pitcher. The lid snaps shut and the poor insect falls into a little pool of nectar at the bottom of the pitcher. The insect cannot climb out of the pitcher because the pitcher’s walls are smooth and slippery and have hairs pointing down. There it dies and is digested. That is how pitcher plants get their food. You see, they live in poor soil with very little nourishment, which in the case of plants is nitrogen. In India, they are found in Arunachal Pradesh.’

‘What a trap!’ said Asheesh.

‘Come along,’ said Biren Kaka, ‘let’s look at the next one. Here, down on the ground, touch those leaves.’ As Asheesh did so, the whole plant seemed to shrink away from his hand. The paired leaves folded together and the branches drooped down, as if the plant was dead.

‘What just happened?’ exclaimed Asheesh.

‘This is a mimosa,’ said Biren Kaka.

‘It is also called touch-me-not, because of its shrinking habit, that protects it from harm. It grows mostly in undisturbed shady areas, under trees or shrubs, and has pretty little pink flowers like powder-puffs. You can see it in many places in India.’



The sun was shining higher now, and Asheesh saw that many flowers which he had not noticed earlier were appearing. Bright yellow sunflowers turned their faces to the sun. Blue and purple morning glories unfolded their petals. In the fish pond, water lilies, which had bloomed at night closed themselves for the day. It was time for the lotuses to open their petals to the sun.

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Gayatri Ugra



Let's read and find facts

1. Why did Asheesh start his nature rambles with Biren Kaka early in the morning?
2. How did Asheesh describe the shape of the bottle tree?
3. Which continent does the baobab tree come from?
4. What is the shape of the pitcher plant?
5. How does the pitcher plant trap insects?
6. What happened when Asheesh touched a mimosa plant?
7. Why is a mimosa plant kept in a nursery?
8. What is the popular name of the mimosa plant?
9. What actions do morning glories and lotuses perform in the morning?
10. Where did Asheesh find water lilies?

Let's read between the lines

1. Why do pitcher plants have to trap insects?
2. How does the shrinking action of the mimosa plant keep it safe?
3. Why do you think sunflowers are so named?
4. Was Biren Kaka certain about the age of the bottle tree? How do you know?
5. Why did Asheesh think the baobab tree was old?

Let's talk

Work in pairs. One pupil should ask his or her partner the following questions on one of the animals given in the table on the next page.

1. Where are found?
2. What is special about them?

The other pupil should find the information in the table and answer the questions.

Animals	Found in	Something special about
lions	Gir forest in Gujarat	beautiful mane, powerful
wild asses	The Rann of Kutch	untamed, run wild, bigger than donkeys
camels	The desert of Rajasthan	hump on their backs, padded feet
rhinos	Kaziranga in Assam	one horn, strong, very big and powerful

Let's listen



Listen to the pairs of words. Then pick out the words that have an **s** sound and repeat them.

Let's speak



Read these words aloud.

scare	pan	pair	man	bare
tear	can	share	fan	chair

Now read these aloud.

That's a pan, a fan and a can.

The chair is being repaired.

Let's learn grammar

Simple past (revision)



Read this sentence.

My brother **stayed** in bed last week because of the flu.



Notice how the verbs often change their form when we use them to describe actions which took place in the past.

Example: stay—stayed

A. Fill in the blanks, using appropriate forms of the verbs given in the box.

squeeze stop pat hop decide

1. The bus at the traffic signal.
2. The rider his horse gently and it started to run.
3. The nurse the oranges but very little juice came out.
4. The frog into the pond.
5. The teacher to take the class under a tree.

Now read these sentences.

1. I **gave** an album to my friend on her birthday.
2. His mother **made** sweets for all of us.

Notice how some verbs change their form.

give—gave make—made



B. Complete these sentences, using the past tense forms of the verbs given in brackets.

1. The farmer the crop to the market in a big truck. (take)
2. He it for fifty thousand rupees. (sell)
3. Then he to the Agricultural College and good quality seeds and fertilizers. (go, buy)
4. Mother milk in a pan for the cat. (bring)
5. Last evening, we at a restaurant. (eat)



Let's use grammar

Complete these sentences, using the correct forms of the underlined words.

1. We went to the circus. We did not to the zoo.
2. Amit fell on the grass. Luckily he did not on the road.
3. My little brother tore the page by mistake. I did not it.
4. The parrot flew out of the cage. It did not very far.
5. I saw the nurse but I did not the doctor.



Let's enrich our word-store

A. Match the words in column A with their meanings in column B.



Column A	Column B
tolerate	afraid
scared	eat
consume	strange
mysterious	bear

B. Fill in the blanks using suitable words from column A.

1. Most Indians a lot of ghee.
2. My sister cannot the sight of blood.
3. Footsteps the rabbits and they ran and hid in their burrows.
4. The cashier was arrested under circumstances.



C. Use the correct form of the words given in the box and complete these sentences.

bring up put up give up take up wake up

1. When do you in the morning?
2. your hands if you know the answer.
3. Ram will a new job after moving to Hyderabad.
4. Neha's parents live abroad. She was by her aunt.
5. Your question is too difficult.



I Please tell me the answer.

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Let's spell

Use **ee** or **ea** and write out these words.

1. sh p
2. sy
3. h t



4. squ ze
5. wh l
6. sp k



Let's use the dictionary

Milk is **drawn out** of the cow.
 The two words 'drawn out' convey one meaning, 'extracted'.
 Here are similar verbs ending in 'out'.



Consult your dictionary and find out the meaning of the following words.

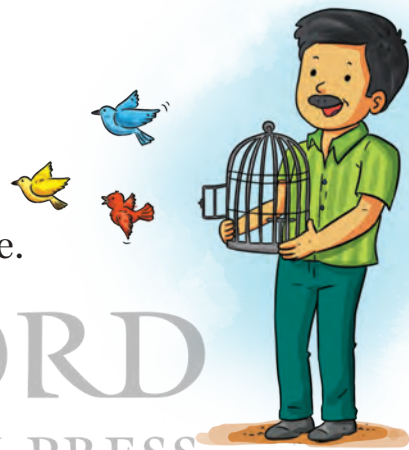
- 1. make out
- 2. put out
- 3. find out
- 4. set out
- 5. look out

Now use them in sentences.

Let's write

Build up a paragraph on 'Freedom is precious' by arranging these sentences in the proper order. The first one has been done for you.

- 1. He spent ten years in prison.
- 2. He was taken prisoner in a war.
- 3. He did not meet any of his dear ones during these ten years.
- 4. He bought all the cages and set the birds free.
- 5. He knew that freedom is precious.
- 6. At last he was released and he came home.
- 7. Bahadur was a soldier.
- 8. He saw a man selling birds in a cage.
- 9. He could not tolerate the sight of birds in cages.




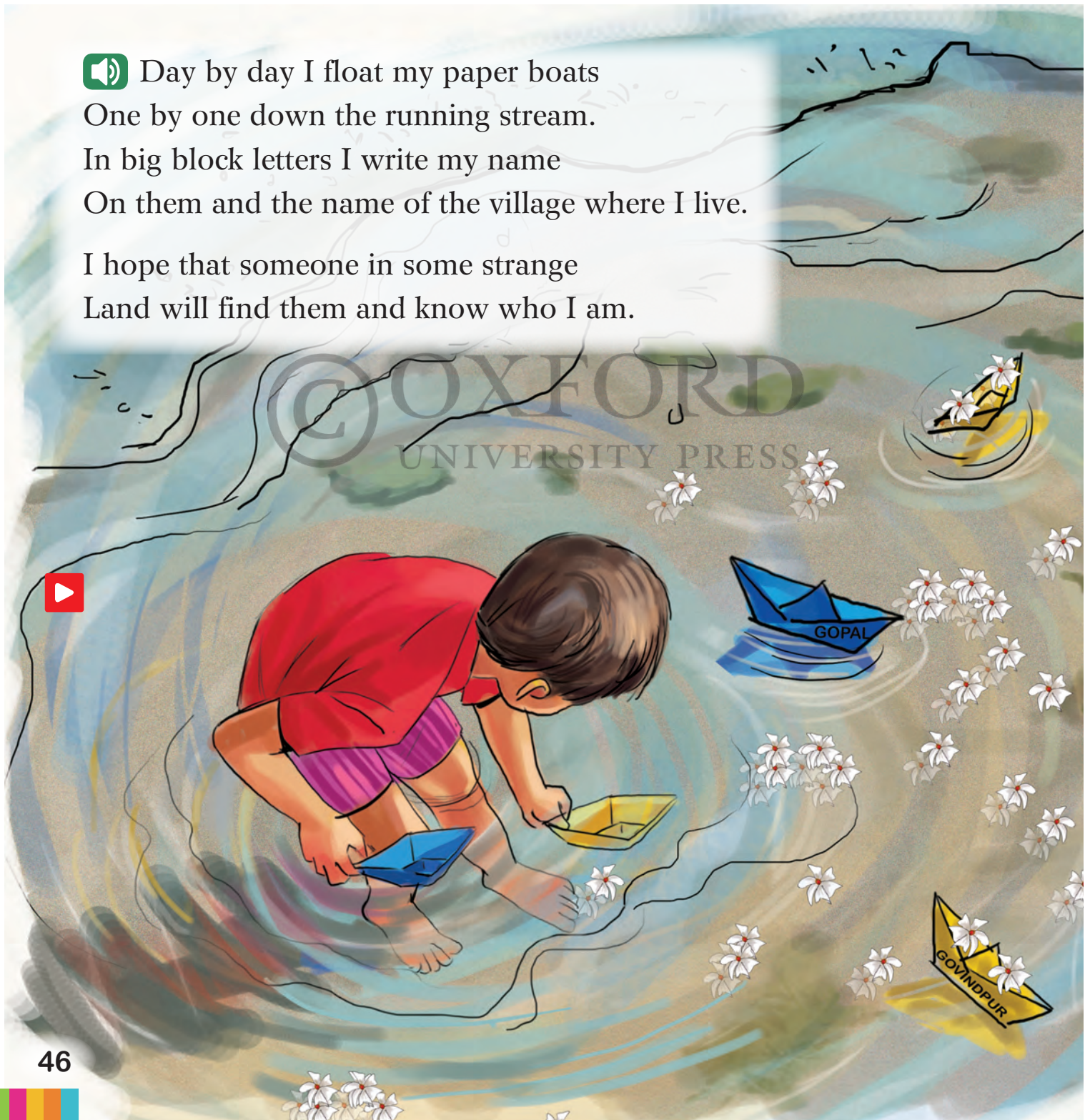
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7. Bahadur was a soldier.
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Day by Day I Float My Paper Boats

 Day by day I float my paper boats
One by one down the running stream.
In big block 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.



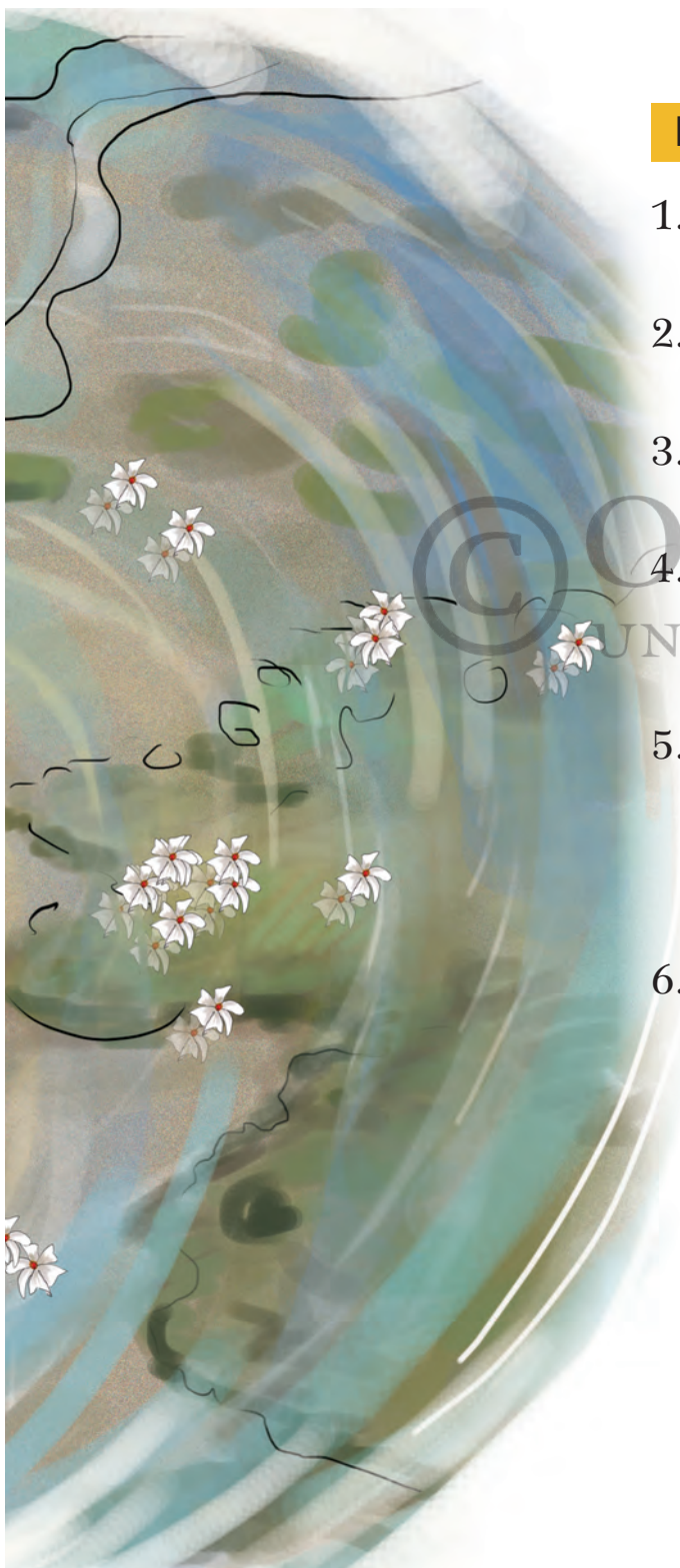
I load my little boats with shiuli¹
Flowers from our garden, and hope
That these blooms of the dawn will
Be carried safely to land in the night.

¹shiuli: night-flowering jasmine

Rabindranath Tagore

Let's enjoy the poem a little more

1. Think of the speaker in the poem. How old do you think he is? How can you tell?
2. Where does the speaker float his paper boats?
3. Why does the speaker write his name in 'big block letters'?
4. What does the speaker in the poem put into his paper boats? Why does he do that?
5. Would you like to make a paper boat and write your name and address on it? Which flowers would you like to put into it?
6. Can you draw a picture to go with this poem?



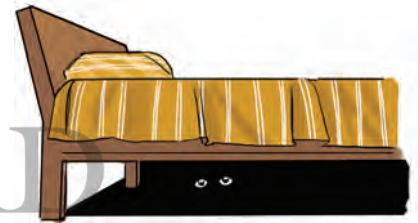
4

I Became a Man


Let's share our ideas

Read the following activities. Put a tick on A if the activity can only be done by an adult, B if it can be done by both adults and children, and C if it can be done only by a child. Then discuss your answers in class.

1. brush one's own teeth: A B C
2. ride a motorcycle: A B C
3. easily crawl under a bed
while playing hide-and-seek: A B C
4. travel alone to another city: A B C
5. watch TV: A B C



A ten-year-old boy dressed in a raincoat marched out into the storm and became a man. Let's find out how this happened.

 It was the worst thing that could happen to a pampered ten-year-old boy: eight o'clock in the evening, storm raging outside, homework still undone, home all alone. From time to time I would hear the roar of an autorickshaw's engine and rush to the front door of our house in Quezon City, Philippines, hoping to see my mother arriving home, but it was always someone else's mum or dad.

I liked to think of myself as a grown man, but fear was eating away at my bravado. The storm grew stronger. The lights went off. The clock struck nine.

Then the phone rang. I swallowed my sobs and answered. It was Mum.

‘Hello, Carlo,’ she began, ‘I’m still ...’

‘Where are you?’ I interrupted, fully aware that my nervousness was unbecoming for a grown-up.

‘I’m here, in Glori’s with your brother.’

I knew that Glori Supermarket was only five minutes from our house.

‘What time will you be home?’ I asked.

‘Unless we get a ride, you shouldn’t expect us any time soon.’

‘Why don’t you take an autorickshaw home?’

‘The autorickshaw drivers won’t accept any passengers from here.’

‘Walk?’

‘Through that flood? I don’t think so ... that’s why I called.’

I braced myself¹.

‘Get your raincoat, hail an auto, and fetch us,’ she said.

Stunned², I couldn’t utter a word.

¹**braced myself**: prepared myself for something difficult

²**stunned**: shocked



My mother continued, ‘Carlo? Is that OK with you?’ Was it OK with me? Was she kidding?

It was raining hard, it was dark, and thunder roared every minute ... not that I was scared, but I was only ten! Who knew what danger awaited me out there in the dark?

‘Sure, no problem,’ I replied.

I put the phone down. I couldn’t believe I had said yes. I wanted to call back to say I couldn’t do it.

But then I stopped. Do grown men shrink away from challenges? No. And I was a grown man. Right then I resolved to face the impossible challenge that lay before me. To commute to a department store five minutes from home. I put on my yellow raincoat and stepped out of the house.

The chilly wind hit me in the face and the rain pounded me. Lightning streaked across the sky and thunder boomed. I was scared. I hadn’t taken a public transport before and I didn’t know what to do. I recalled reading stories about kidnappers disguised as auto drivers. I started to walk back to my house when an auto pulled up beside me. ‘Boy, do you need a ride?’ the driver asked. I hesitated. The driver wore a transparent raincoat ten sizes too big and had a moustache. I remembered action films where the bad guys sported a moustache. I wanted to say ‘No,’ but I knew I might not get another auto. ‘Are you getting in or not?’ the driver asked as the auto’s engine hummed impatiently.



‘Yes, to Glori’s,’ I said finally.

³frantic: anxious and frightened

As we pulled away, I became frantic³ with worry.

What if the driver was a kidnapper? What if he decided to drop me off and I couldn’t find my mother or my way back home?

I didn’t know what to do. I began to pray. It didn’t stop me from trembling, but it did ease my fears. The minutes flew by, and soon, we reached Glori’s.

My mother saw me. She took my brother Paolo, who was nine, by her left hand and carried their umbrella in her right. They walked towards me.

‘Wow, you’re really a big boy now, taking an auto,’ my mother said with a smile.

I would have preferred ‘grown man’ to ‘big boy’ but still I glowed with pride.

As we started to move, Paolo turned to me. ‘Big brother, you were really brave today,’ he said.

‘It was nothing,’ I said smiling. ‘Someday you’ll do this too.’ He looked at me as if I was God.

As the auto roared through the flooded streets of our neighbourhood, past the stores, the houses, I felt great. I had faced my fears and



delivered. I had a brother who admired me, a mother who trusted me, and the memory of a little adventure for keeps⁴. I had everything. I felt invincible⁵ ... I had become a man.

⁴for keeps: forever
⁵invincible: too powerful to frighten or defeat

Let's read and find facts

- a. How old was Carlo?
b. At what time did this event take place?
c. What were the three things that were making Carlo miserable?
- Was he waiting impatiently for his mother to come home? Pick out suitable words in support of your answer.
- Where were Carlo's mother and brother? How far was this place from their home?
- What did Carlo's mother ask him to do?
- Why was Carlo afraid of getting into the autorickshaw?
- Why was Carlo worried?
- What did Carlo's mother say which made him glow with pride?

Let's read between the lines

- Do you think a ten-year-old child who is not pampered is not afraid of being alone? VB
- According to the ten-year-old Carlo, how do grown-ups behave? Put a tick (✓) or a cross (✗).
 - They are not afraid of the dark.
 - They are not afraid of being alone.
 - They cry when they are afraid.
 - They are not afraid of storms.



e. They get nervous when their dear ones are late.

f. They accept challenges bravely.

3. Why do you think no autorickshaw was willing to take Carlo's mother home? **VB**

4. Why did Paolo look at Carlo as if he was God?

5. All of us face challenges. Will we be called brave if we accept challenges or run away from them? **VB**

Let's talk

Role-play

Three situations are given below. The responses have been jumbled up. Fill the blanks with the correct responses and act them out.

Situation 1: In Mary's home

- Father is sleeping, so please come in quietly.
- Sh! Sh! Yes, do.

JOHN May I come in?

MARY

JOHN What's the matter?

MARY



Situation 2: In a vegetable shop

- Here you are. Twenty rupees, please.
- How many, madam?

MRS RAO May I have some of those red tomatoes?

VENDOR

MRS RAO Half a kilo. But please do not give me any overripe ones.

VENDOR



Situation 3: In a toy shop

- Here you are.
- I'd like a small one, please.
- Would you like a small robot or a big one?



ANIL Please give me a robot.

SHOPKEEPER

.....

ANIL

.....

SHOPKEEPER

Let's listen



Listen to the list. Repeat the first word of each pair.

Let's learn grammar

Where/what

A. Frame questions based on these statements.

The question word is given against each statement.

1. Mt Everest is in Nepal and Tibet.
(Where)
2. I am painting a frog. (What)
3. My friend is writing a letter. (What)
4. My parents are in the garden. (Where)
5. The currency of the USA is the dollar.
(What)



B. Use **what** or **where** in the blanks and complete the dialogue.

WOLF is your name?

GIRL My name is Red Riding Hood.

WOLF are you going?

GIRL I am going to see my grandmother.

WOLF is in your basket?

GIRL Some buns and cakes for my grandmother.

WOLF does she live?

GIRL In a red cottage by the woods.



Let's enrich our word-store

A. Complete these words by using **-ice** or **-ic**, whichever is correct.

Examples: notice public

- | | |
|---------------|-------------|
| 1. picn..... | 5. tw..... |
| 2. traff..... | 6. off..... |
| 3. mus..... | 7. sl..... |
| 4. pol..... | 8. top..... |

B. Complete the following.

- Lion** is to **lioness** as **tiger** is to
- Inside** is to **outside** as **interior** is to
- is to **ice** as **liquid** is to
- are to **flock** as **wolves** are to **pack**.
- Lion** is to as **elephant** is to **trumpet**.
- Lamb** is to **bleat** as is to **neigh**.



C. Ask questions based on these statements. Begin the question with the word given in brackets.

1. Many people went to the Wild Grass Game Sanctuary. (Where)
2. They took photographs of the deer. (What)
3. They gave guavas to the deer. (What)
4. After some time they went to the river. (Where)
5. They swam in the river. (What)

D. Complete the following dialogue.

STRANGER What is

..... ?

RIP VAN WINKLE My name is Rip Van Winkle.

STRANGER Where do ?

RIP VAN WINKLE I live in the village.

STRANGER Where is
dog?

RIP VAN WINKLE He's chasing a rabbit.

STRANGER What do do?

RIP VAN WINKLE I tell stories and play with children.



E. Complete the following with answers from the box.



trees ants bees birds elephants

1. a swarm of
2. a flock of
3. a clump of
4. a herd of
5. a colony of



Let's write

Imagine you are Carlo. Describe how you walked out into the storm and became a man.

You can use the given words:

Thunder booming ... I was scared ... had never gone out alone before ... the auto driver ... scary ... ride to Glori's ... happy to see my mother and my brother ... ride back home ... proud and happy.

Begin like this:

It was a pitch dark night. I stepped out of the house. It was raining heavily.



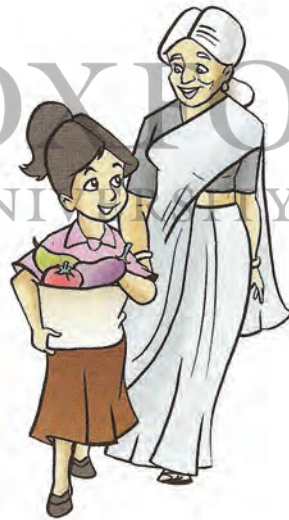
Project—1

Caring for Others

Step 1

Let's study this topic from five different angles:

1. caring for our dear ones—family and friends
2. caring for the weak, the old, the ailing
3. caring for people who are sad or lonely
4. caring for birds and animals
5. caring for the environment



Step 2

Divide yourselves into five groups. Each group should select one of the topics given on the previous page and collect relevant

- stories.
- newspaper headlines and clippings.
- poems.
- pictures.

Step 3

The leader of each of the five groups should present the material collected to the class.

Step 4

Each group should use this material to make a collage.

Step 5

By turns, each collage should be put up on the class noticeboard for a week.



Let's share our ideas

Read this stanza.


Tiger! Tiger! burning bright
 In the forests of the night
 What Immortal hand or eye
 Could frame thy fearful symmetry?

William Blake



- Who do you think is the 'Immortal hand or eye' referred to here?
- In what way is the tiger 'burning bright' in the forest?
Is a tiger in a forest different from a tiger in a zoo?
- Do you think the tiger is frightening?

Can you ever think of even touching a tiger, let alone tickling it? Let's find out how a tiger allowed Grandfather to tickle it!

 One day, strolling down a forest path, Grandfather discovered a tiger cub about eighteen inches long, hiding among the intricate roots of a banyan tree. Grandfather picked him up and brought him home.



The tiger cub, who was named Timothy by Grandmother, was brought up entirely on milk, given to him in a feeding bottle by our cook, Mahmoud.

Timothy was provided with two companions—Toto the monkey, who was bold enough to pull the young tiger by the tail and then climb up the curtains if Timothy lost his temper, and a small mongrel puppy found on the road by Grandfather.

At first Timothy appeared to be quite afraid of the puppy, and darted back with a spring if it came too near. He would make absurd dashes at it with his large forepaws, and then retreat to a ridiculously safe distance. Finally, he allowed the puppy to crawl onto his back and rest there!

One of Timothy's favourite amusements was to stalk¹ anyone who would play with him, and so, when I came to live with Grandfather, I became one of the tiger's favourites. With a crafty² look in his glittering eyes, and his body crouching, he would creep closer and closer to me, suddenly making a dash for my feet, rolling over on his back and kicking with delight, and pretending to bite my ankles.

¹**stalk**: to move quietly towards a person or a wild animal; to get near without being seen

²**crafty**: cunning

³**give us a wide berth**: remain at a safe distance from us



He was by this time the size of a full-grown retriever, and when I took him out for walks, people on the road would give us a wide berth³. When he pulled hard on his chain, I had difficulty in keeping up with him. His favourite place in the house was the drawing room, and



he would make himself comfortable on the long sofa, reclining there with great dignity, and snarling at anybody who tried to get him off.

Timothy had clean habits, and would scrub his face with his paws, exactly like a cat. He slept at night in the cook's quarters, and was always delighted at being let out by him in the morning.

'One of these days', declared Grandmother in her prophetic manner, 'we are going to find Timothy sitting on Mahmoud's bed, and no sign of the cook except his clothes and shoes!'

Of course, it never came to that, but when Timothy was about six months old a change came over him; he steadily grew less friendly. When out for a walk with me, he would try to steal away to stalk a rat or someone's pet Pekinese⁴. Sometimes at night we would hear frenzied⁵ cackling from the poultry house, and in the morning there would be feathers lying all over the veranda. Timothy had to be chained up more often. And finally, when he began to stalk Mahmoud about the house with what looked like villainous intent, Grandfather decided it was time to transfer him to a zoo.

Grandfather took him to Lucknow where the zoo authorities were only too glad to receive as a gift a well-fed and fairly civilized tiger.

About six months later, when my grandparents were visiting relatives in Lucknow, Grandfather took the opportunity of calling at the zoo to see how Timothy was getting on. I was not there to accompany him, but I heard all about it when he returned to Dehradun.

⁴**Pekinese**: a small dog with short legs and long silky hair, originally from China
⁵**frenzied**: wildly excited
⁶**interned**: imprisoned

Arriving at the zoo, Grandfather made straight for the particular cage in which Timothy had been interned⁶. The tiger was there, crouched in a corner, full-grown and with a magnificent striped coat.



‘Hello Timothy!’ said Grandfather and, climbing the railing with ease, he put his arm through the bars of the cage.

The tiger approached the bars, and allowed Grandfather to put both hands around his head. Grandfather stroked the tiger’s forehead and tickled his ears, and, whenever he growled, smacked him across the mouth, which was his old way of keeping him quiet.

It licked Grandfather’s hands and only sprang away when a leopard in the next cage snarled⁷ at him. Grandfather ‘shooed’ the leopard away, and the tiger returned to lick his hands; but every now and then the leopard would rush at the bars, and he would slink back to his corner.



A number of people had gathered to watch the reunion, when a keeper pushed his way through the crowd and asked Grandfather what he was doing.

‘I’m talking to Timothy,’ said Grandfather. ‘Weren’t you here when I gave him to the zoo six months ago?’

‘I haven’t been here very long,’ said the surprised keeper. ‘Please continue your conversation. But I have never been able to touch him myself, he is always bad tempered.’

⁷snarled: growled angrily



‘Why don’t you put him somewhere else?’ suggested Grandfather. ‘That leopard keeps frightening him. I’ll go and see the superintendent about it.’

Grandfather went in search of the superintendent of the zoo, but found that he had gone home early; and so, after wandering about the zoo for a little while, he returned to Timothy’s cage to say goodbye. It was beginning to get dark.

He had been stroking and slapping Timothy for about five minutes when he found another keeper observing him with some alarm⁸. Grandfather recognized him as the keeper who had been there when Timothy had first come to the zoo.

‘You remember me,’ said Grandfather. ‘Now why don’t you transfer Timothy to another cage, away from this stupid leopard?’

‘But—sir,’ stammered the keeper. ‘It is not your tiger.’

‘I know, I know,’ said Grandfather testily⁹. ‘I realize he is no longer mine. But you might at least take a suggestion or two from me.’

‘I remember your tiger very well,’ said the keeper.

‘He died two months ago.’

‘Died!’ exclaimed Grandfather.

‘Yes, sir, of pneumonia. This tiger was trapped in the hills only last month, and he is very dangerous!’

Grandfather could think of nothing to say. The tiger was still licking his arm, with increasing relish. Grandfather took what seemed to him an age to withdraw his hand from the cage.

⁸alarm: fear
⁹testily: irritably



With his face near the tiger's, he mumbled, 'Goodnight, Timothy,' and giving the keeper a scornful look, walked briskly out of the zoo.

Ruskin Bond

Let's read and find facts

1. Where did Grandfather find the tiger cub?
2. Who were the cub's two companions?
3. At first who was Timothy afraid of? Did he become friends with him after some time? How do you know this?
4. What was one of Timothy's favourite games? When did he kick with delight?
5. What was Timothy like? Give the following details.

Size	Favourite place in the house	Habits	Where did he sleep at night?
equal to a full-grown retriever

6. Why was Timothy sent to a zoo? Why were the zoo authorities happy to have him?
7. When did Grandfather visit the zoo again? After climbing the railing, what did he do? Mention three things that he did.
8. What did the old keeper tell Grandfather about Timothy? In spite of this, what did Grandfather do?

Let's read between the lines

1. Why do you think the tiger cub was hiding among the roots of a banyan tree?
2. Why was the cub given milk in a feeding bottle?

3. Was Timothy mischievous? Give an example to prove this.
4. Grandmother said, 'One of these days we are going to find Timothy sitting on Mahmoud's bed, and no sign of the cook except his clothes and shoes!' Where would the cook be? Why did she think this would happen?
5. Did Timothy kill and eat some of the hens at night? Pick out lines in support of your answer.
6. Timothy stalked Mahmoud with a 'villainous intent'. Does this mean he wanted to
- a. kill Mahmoud?
 - b. play with Mahmoud?
 - c. be friendly with Mahmoud?
7. Do you think the tiger at the zoo allowed Grandfather to tickle his ears because
- a. he was lonely?
 - b. he liked him?
 - c. he was surprised?
 - d. Grandfather was not afraid of him?
8. Grandfather gave the keeper 'a scornful look'. Does this mean he thought that
- a. the tiger was Timothy?
 - b. the keeper was not telling the truth?
 - c. the keeper should have warned him before?
 - d. tigers are not dangerous?

VB



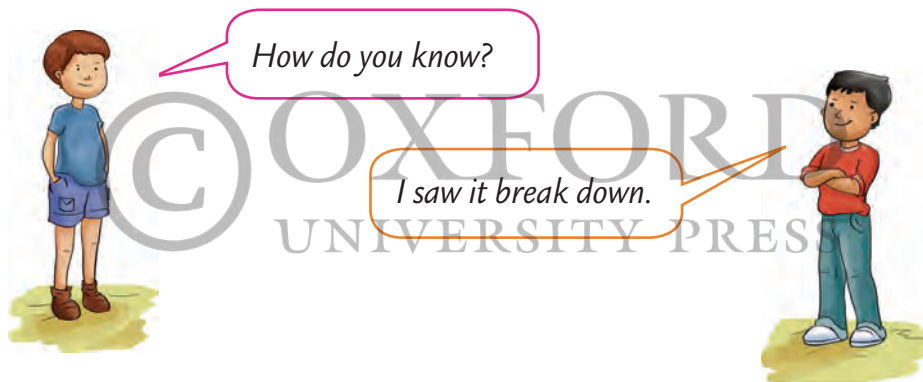
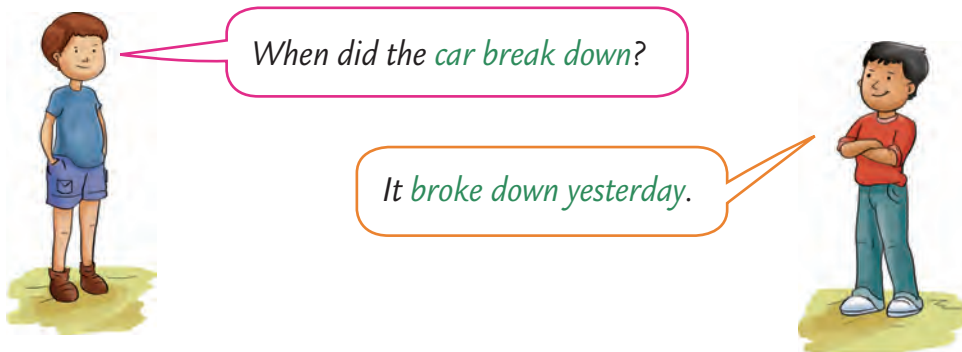
Let's talk

Pair work

Ask and answer questions as in the example given below.

Use the given phrases.

Example:



When did the

- | | |
|---------------------------|-------------------------------|
| 1. a. train get in? | b. got in last evening. |
| 2. a. tree fall down? | b. fell down last night. |
| 3. a. cat go out? | b. went out after dinner. |
| 4. a. dog run away? | b. ran away this morning. |
| 5. a. aeroplane take off? | b. took off at eight o'clock. |




Let's listen



Listen to this paragraph. Then answer the questions which follow.

Let's use grammar

Tenses

A. Put the verbs given in brackets in the **simple past** or **past continuous tense** and complete the paragraph. 

I (catch) the seven o'clock bus last night.
 It (get) dark and it also
 (rain) heavily. When I
 .. (get off) the bus, there was no one in the street, only an old man who
 (take) his dog for a walk. Suddenly, I
 (hear) footsteps behind me. I
 (begin) to run but they (come) nearer and nearer.

Reported speech (modification of pronouns)

Read these sentences.

Direct speech	Reported speech
Mr Jain to the police, 'The stranger spoke to me politely.'	Mr Jain told the police the stranger spoke to him politely.
His wife to the police, 'He broke my lamp.'	His wife told the police he broke her lamp.
The police to Mr and Mrs Jain, ' You have been helpful.'	The police told Mr and Mrs Jain that they had been helpful.

B. When we report these statements, what would the words in green become?

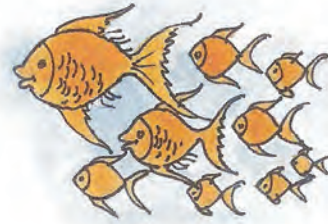
1. Sita to Ali, '**My** friend lives near **your** house.'
2. Two farmers to the Sarpanch, '**We** bought a tractor for **our** father.'
3. A worker to his friend, '**I** learnt French last year.'
4. The friend to the worker, 'On Monday **you** made French food.'
5. Hema to her brother, 'Last year, Mother bought a bicycle for **you**.'
6. Hema's brother to her, '**I** hugged **her** and said "thank you".'

Let's enrich our word-store

A. Match and make phrases.

a squadron of
a shoal of
a pack of
a fleet of

fish
bombers
ships
wolves



B. Pick out the odd word from each row.

- | | | | |
|---------|-------|-------|----------|
| 1. jump | walk | hop | lie down |
| 2. milk | meat | water | tear |
| 3. cub | puppy | tiger | kitten |
| 4. snow | dust | cold | white |



C. Find words which have the same vowel sound as the following words do.

Example: hour our

- | | | | | |
|----------|--------|---------|---------|----------|
| 1. plane | 2. won | 3. tail | 4. hair | 5. steal |
|----------|--------|---------|---------|----------|

D. Match words of opposite meaning.

modern
close
safe
quiet
seldom

frequently
ancient
open
dangerous
noisy



Let's spell

Complete these words using **-able** or **-ible**.

1. comfort.....
2. improb.....
3. imposs.....
4. charit.....
5. understand.....

Let's punctuate

Use full stops (.) or question marks (?), wherever necessary.

RAZIA In July my friend went to Paris

MEENA Did she see the Eiffel Tower

RAZIA Yes, she did Have you been to Paris



Let's write

Imagine you are Grandfather. Describe what you did when you visited the zoo.

Begin like this:

*I hadn't seen Timothy for six months. As soon as I went to Lucknow,
I went to the zoo.*

.....

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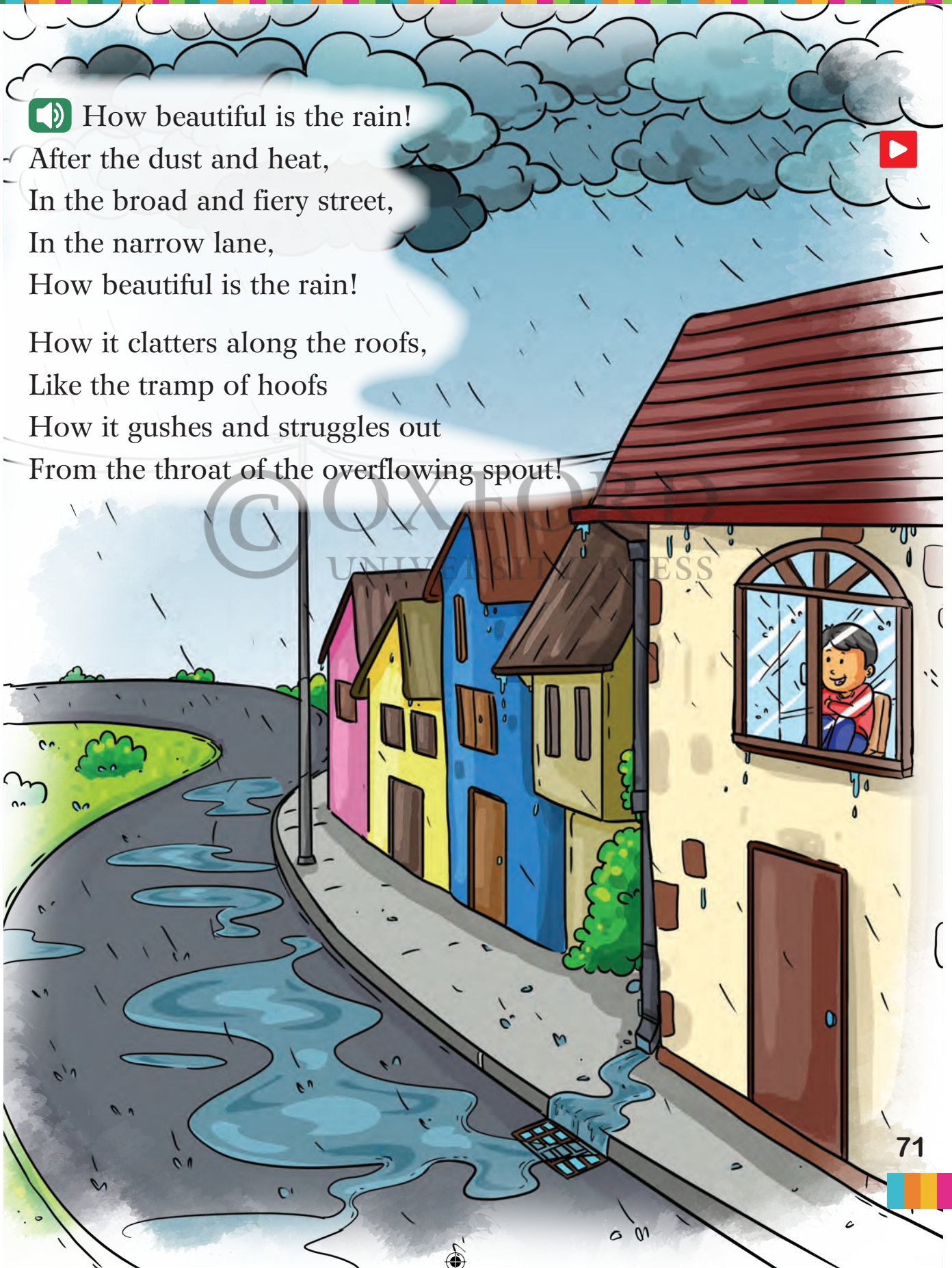


Rain in Summer

 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!

How it clatters along the roofs,
Like the tramp of hoofs
How it gushes and struggles out
From the throat of the overflowing spout!



Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

H.W. Longfellow

Let's enjoy the poem a little more

1. In the first five lines:
 - a. what does the rain come after?
 - b. where is it seen?
 - c. is it beautiful to look at?
 - d. or beautiful to feel?Why do you think the poet repeats the line: How beautiful is the rain?
2. In the next four lines:
 - a. what are the sounds of the rain?
 - b. what words are used to describe the force of rain water?Is the word 'throat' a good description of the spout or drain pipe?
Why?
3. In the last six lines,
 - a. read aloud the phrases that describe the force of the rain.
 - b. what is the effect of these descriptions coming together?What word in the last line shows the poet's feeling about the rain?

A Skill-Assessment Plan

(for Teacher's use)

Levels of ability

Show the child's level of ability against each skill, as follows:

A well-developed **B** developing **C** needs to be developed

1. Oral reading (reading aloud) skills

- Fluency: reads fluently with pauses for punctuation and emphasis
- Clarity: reads clearly and audibly
- Word recognition: reads sight words spontaneously, uses phonic knowledge to read unfamiliar words
- Pronunciation: expresses accurately the sounds of words, within his/her range of experience
- Understanding: conveys understanding of the passage through changes in tone of voice
- Presentation: can take his/her eyes off the page briefly during a pause to connect with his/her listeners
- Self-correction: can self-correct on realizing a mistake while reading

2. Silent reading skills

- Reads silently: reads without lip movement or tracing the words with his/her finger
- Finds facts: responds correctly to questions on content expressed in the passage
- Reads between the lines: responds correctly to questions relating to content implied in the passage
- Predicts outcomes: can guess what will happen next from an understanding of the passage
- Time frame: can read with understanding in reasonable time
- Dictionary: is able to use the dictionary

3. Listening skills

- Response to instructions: carries out commands or instructions correctly
- Active listening: participates in a discussion or a story
- Recall: recalls words, phrases or short sentences
- Understanding: recounts details in a more complex narrative
- Word association: can repeat/suggest rhyming words in a piece of verse

4. Speaking skills

- Fluency: speaks fluently, with appropriate pauses
- Clarity: speaks clearly and audibly
- Inflection: drops voice at the end of a statement and raises it the end of a question
- Vocabulary: uses vocabulary appropriate to the subject of discussion
- Abbreviation: uses abbreviations: can't, isn't, etc. and short replies: 'What's your name?' 'Gopal' (Not, 'My name is Gopal.')
- Grammar: observes rules of grammar practised so far
- Speaking solo: can relate an anecdote with reasonable fluency
- Instructions: can give instructions or directions in correct sequence
- Response in English: responds to simple questions in English

5. Writing skills

- Handwriting: joins letters in words accurately
- Punctuation: uses capital letters, full stops and question marks correctly
- Spelling: spells familiar words correctly
- Vocabulary: uses words appropriate to his/her experiences
- Grammar: observes rules of grammar practised so far
- Follows instructions: carries out the assigned exercise as directed
- Time frame: can complete the assignment in the allotted time
- Revision: can self-correct on completion of work
- Informal letters: writes informal letters and messages keeping the reader in mind

Some sample exercises for assessment follow.

Oral reading skills

A. Recite this or any other poem of your choice to your class.

Who Has Seen the Wind?

Who has seen the wind?

Neither I nor you.

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither you nor I.

But when the trees bow down their heads,

The wind is passing by.



Christina Rossetti

B. Read this paragraph aloud.

The Rabbit

The rabbit is a very pretty animal, and loves to live about the house and barn, in a state of friendship with all around it. It has no defence, but to run away. It is so harmless and innocent that nobody can have the heart to do it injury. It feeds upon leaves and fruits, and will often sit for hours in some snug covered place, quietly chewing its cud with the greatest satisfaction. One special kind of wild rabbit is remarkably swift of foot. In a race, very few dogs can overtake it in a race. Its fur is very soft, and is used in making hats.

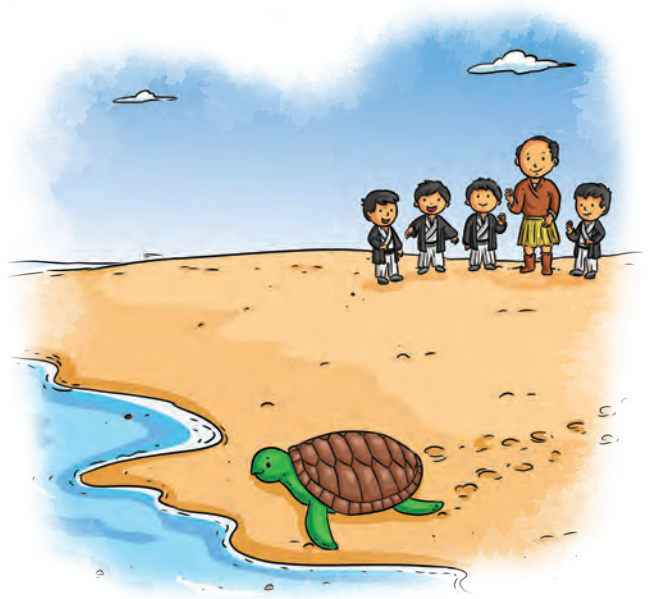


Silent reading skills

C. Read this story and answer the questions below it.

Long ago, in a small village in Japan lived a fisherman called Urashima Taro.

One evening, on his way home, he came upon a group of boys shouting and screaming. When he got close to them, he saw that they were bullying a turtle. First, one boy pulled the turtle's shell this way, then another boy pulled it that way, while a third child tapped it with a stick, and the fourth threw stones on it. The frightened turtle had crawled into its shell.



Taro said, 'Look here, boys, you are treating that poor turtle very badly!' One of the boys said, 'We want the turtle to come out of its shell but no matter what we do, it stays in.'

'How would you feel if someone hit you and threw stones at you?'

The boys were surprised to hear this.

Taro continued, 'All living things feel pain. Pain brings fear. The turtle is scared of you now. It will stay in its shell to protect itself.'

Saying this, Taro picked up the turtle and walked to the beach.

Once there, he put the turtle down near the waves. Then, he and the boys took a few steps back and watched. After a few minutes, the turtle emerged from its shell and crawled into the water.

'Wow,' said one of the boys.

Taro smiled at them kindly and said, 'Always be gentle with all life forms around you.'

1. What did Urashima Taro do for a living?

.....

2. What were the boys doing to the turtle? Why were they doing it?

.....
.....

3. Why was the turtle not really hurt by the stones thrown at it?

.....
.....

4. What happened when they left the turtle near the waves?

.....
.....

5. If you saw a group of boys attacking a puppy, what would you do?

.....
.....

D. Choose the best answer for each of the following.

1. Which of these words is a synonym of **screaming**?

a. shouting

b. speaking

2. If you **bully** someone, you are

a. treating that person badly.

b. you are listening to that person.

3. **Frightened** has the same meaning as

a. surprised.

b. scared.

4. Which of these words mean **came out**?

a. crawled

b. emerged

5. Which of these words is an antonym of **always**?

a. often

b. never

Listening skills

E. Your teacher will give you a few commands. Act them out.

Examples: lift your right hand, throw a ball, wave at a friend

Speaking skills

F. Think of someone who works in your school. Find out more about that person. Here are some questions you could ask. Write the answers here.

Name of the person:

1. When and where were you born?
2. Who are the members of your family?
3. What do you like to do in your free time?
4. Which was your favourite subject in school?
5. Which is your favourite food item?

Writing skills

G. Circle the most suitable word in each sentence.

1. The sun (always/often) rises in the east.
2. I did not really know what happened. It happened (suddenly/eventually).
3. Jimmy dances (good/well).
4. We need to buy sugar. It is (almost/mostly) over.
5. The doctor (quick/quickly) examined the patients.

H. Fill in the blanks with the right verbs from the boxes.

jog jogged jogs

1. My mother loves to
2. She in the park every evening.
3. Yesterday my mother in the park.

I. Circle the odd word out.

- | | | | |
|----------|-----------|---------|--------|
| 1. Rita | Ravi | Anu | girl |
| 2. pond | lake | Yamuna | river |
| 3. water | sand | sugar | shells |
| 4. fear | happiness | sadness | shoes |

J. When your sister was not at home she got a phone call. Her friend Sumi asked her to bring her guitar to school tomorrow. Write a message for your sister to say this. Add as many details as you can.

MESSAGE

Date: Time:

Salutation:

.....

.....

.....

Your name:

K. Write a speech on any one of these topics in about 150 words.

The Most Delicious Dish I Have Had

My Biggest Wish

If We Did Not Have Electricity

My Family's Traditions

Summer is Fun

Remember:

- Begin by addressing your audience: salutation.
- State your topic and introduce it.
- Use short sentences and simple language.
- Make your speech interesting by adding stories.
- In conclusion, sum up your main points.
- Thank your audience.

.....

.....

.....

.....

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.....

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.....

L. Look at the picture given. Describe the picture in about 150 words.



Remember: Describe the scene, the people, their actions, etc. You may choose to start your description from the most central item and move to the background.

.....

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Exploring Language

Simile

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

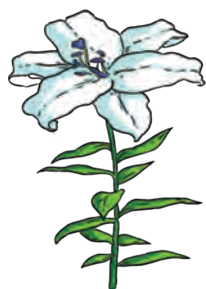
Examples: as tall as a giraffe, as busy as a bee, as strong as an ox
like a leaf caught in a storm, like a diamond in the sky



I wandered lonely as a cloud
William Wordsworth



O my Love is like a red, red rose
That's newly sprung in June;
Robert Burns



Little White Lily
Dressed like a bride!
Shining with whiteness,
And crowned beside!
George MacDonald

And the muscles of his brawny arms
Are strong as iron bands
H. W. Longfellow



The Flint

An emerald is as green as grass,
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.

Christina Rossetti



Alliteration

Read this riddle and draw a suitable picture for it in the box given.

Thomas **T**umnus took **t**wo **t**owels,
To tie **t**wo **t**rucks to **t**wo **t**all **t**rees,
To **t**rain the **t**errific **T**homas **T**umnus
Tell me how many **T**'s are **t**here in all **t**hat!



Alliteration is the repetition of the same first letter or sound in words occurring close together. Here are some more examples.

Sea **s**hell, sea **s**hell,
Sing me a **s**ong, oh please!
A **s**ong of **s**hips, and **s**ailor **s**ouls,
And **s**eahorses **s**tabled in **g**reat **g**reen caves.

from *Sea Shell* by **Amy Lowell**



The **r**ain is **r**aining **a**ll **a**round,
It **f**alls on **f**ield and **t**ree,
It rains on the umbrellas here,
And on the **s**hips at **s**ea.

from *Rain* by **R.L. Stevenson**

Popular tongue-twisters also use alliteration. Try saying these lines out loud as quickly as you can.

- Betty Botta bought a bit of butter;
'But,' she said, 'this butter's bitter!
If I put it in my batter
It will make my batter bitter.'
- She sells sea shells by the sea shore.



Poem Activities

Elephant Ride

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Discussion

Talk about how animals are treated by humans. What can be done about it? Have you seen people treating animals kindly?

Research

How much water does an elephant need to drink per day? What does water do for an elephant? Find out and write a paragraph about it.

Day by Day I Float My Paper Boats

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Discussion

What happens to a paper boat when you float it down a river? How long do you think it will float? Why?

Writing

Have you ever floated paper boats down a river?

Describe your experience in a paragraph.

Craft

With the help of your teacher, make small paper boats out of used paper. Write your name and birth date on your boat and arrange them on your class noticeboard according to the months your birthday falls in. This way you'll know whose birthday is when.

Rain in Summer

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Different voices. Three children may each read one part of the poem as it has been divided here.

You may also have groups of five children reading one part for each group.

Discussion

This poem is about the relief one feels when the heat gives way to the rain.



Talk about your difficulties in summer. How do you feel and what do you do when the rain comes?

It is also about the effect of the rain as it rushed about in torrents.

Describe your experiences in times of heavy rain. Talk about the effect of the rain in your home, at school and on the roads.

Drawing and writing

Draw/write about a time when you and your friends played in the rain.

The Boy in a Blue Pullover

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Mime

This is an expressive poem. One can picture the events in one's mind. As the poem is being read by one child, two children can perform the actions. The actions

should be emphasised, even a little exaggerated. Show expression on your faces but don't speak.

Discussion

Was the boy happy only because of what he found?

Coromandel Fishers

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Discussion

Why do you think the fishermen say, 'The sea is our mother'? Do you think their job is a risky one?

Why do they still go out into the sea to fish?

Drawing

Imagine you are one of the fishermen in the poem. You are out fishing with others and you catch a very big fish. Draw a picture of this scene.

Listening Text

1. Life's Lighter Moments

1. The Shatabdi Express from Kolkata is late by two hours.
2. Don't write your name on your answer book, only your roll number.
3. Visitors are requested not to give any food to the animals.
4. Keep one half of your tickets while you watch the film.
5. Today the students of Class 5 will sing a patriotic song.

2. Too Many Books

On his return from London a young man told his friends stories of what he had done there. Among other things, he said he had taken part in a jumping match. He said he had done such a wonderful jump that nobody could beat it.

'Just go to London,' he said. 'Everyone will tell you it's true.'

Then one friend said, 'If you can jump so well why don't you do it here? Jump now.'

1. Where had the young man gone?
2. What event did he take part in?
3. What was remarkable about his achievement?
4. Why did he want his friends to go to London?
5. What did one friend ask him to do?
6. What lesson do we learn from this story?

3. Plants That Eat, and Other Wonders

sheet—seat sip—ship
see—she nibs—nuts
lakes—rivers

4. I Became a Man

mine nine fine line
kite like these cheese
trees fees wash wasp
what watch

5. Grandpa Tickles a Tiger!

A one-year-old dog, Gavel, was being trained at a police academy, in Australia. But Gavel was found unfit to be a police dog because he was too friendly with visitors. However, Gavel got another job. He now works for the Governor of Queensland! He is in charge of welcoming visitors at official functions.

1. In which country does this story take place?
2. What was Gavel doing at the police academy?
3. Why was he considered unfit?
4. Where did he get a job?
5. What are his duties in his new job?

6. Delicious Buns

1. A camel has a short tail.
2. Please buy a 60 watt bulb for me.
3. The ship will sail in half an hour.

4. It is cold today. Wear your blue pullover.
5. I'll wait at the bus stop.
6. There is shortage of water. Even my little brother has fetched a pail from the well.

7. Fisherman and the Goldfish

A dog was fond of eating eggs. One day he mistook a shell-fish for an egg. He swallowed it in one gulp. But the weight of the shell-fish in his stomach gave him terrible pain. 'I was foolish to think that anything round must be an egg,' he said.

1. What did the dog like to eat?
2. What did he eat by mistake?
3. How did he eat it?
4. What problem did he face then?
5. What lesson did he learn from this mistake?

8. Night Flight

1. Ravi likes chess but he doesn't like carrom.
2. Ravi likes chocolate but he loves ice cream.
3. Ravi doesn't like horror stories, he likes mystery stories.
4. Ravi likes solving riddles but he loves doing crossword puzzles.
5. Ravi doesn't like drawing maps, he likes doing sums.
6. Ravi likes boating but he loves swimming.

9. A Dog from Nowhere

A wolf was chasing a goat, when both fell into a well. Both animals remained

together in the well through the night. The wolf made no attempt to attack the goat, as its own life was in danger.

Village people heard the goat bleating and helped the forest authorities rescue both animals.

1. How did both animals fall into the well together?
2. How long were they in the well together?
3. Why did the wolf not harm the goat?
4. How did the villagers become aware of the animals' presence in the well?
5. Who brought the animals out?

10. Bow Before a Hat

A giraffe may grow to a height of eighteen feet. Its height enables it to eat leaves high above the ground. Like the cow, the giraffe is a ruminant. This means that the giraffe can eat swiftly, and later draw back its food and chew it at leisure.

It is a peaceful animal but a good fighter. It can beat off a lion by kicking with its hind legs. It runs fast, moving both its legs on one side at the same time.

1. Up to what height can a giraffe grow?
2. What advantage does its height give a giraffe?
3. How is a giraffe like a cow in its eating habits?
4. How do we know the giraffe is a good fighter?
5. How does a giraffe run?